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COMMITTEE ON THE COSTS OF EDUCATION

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TRANSCRIPT OF PUBLIC HEARINGS

held in Toronto, 1972

PART I



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COMMITTEE ON THE COSTS OF EDUCATION

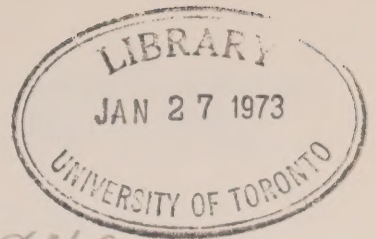
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TRANSCRIPT OF PUBLIC HEARINGS

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PART I

C O N T E N T S



May 1, 1972

Ontario Federation of Home and School Associations  
Ontario Association of Architects  
Urban Development Institute, Ontario Division  
Ontario Teachers' Federation  
Ontario Business Education Association  
Prologue to the Performing Arts  
Ontario Geography Teachers Association  
Ontario Music Educators' Association

May 2, 1972

Ontario Federation of School Athletic Associations  
Ontario Educational Research Council  
Toronto Symphony, Education Committee  
Science Teachers' Association of Ontario  
The Heads of Guidance for Secondary Schools of The Board of Education  
for the City of Toronto  
Ontario Municipal Recreation Association  
Ontario Federation of Labour  
Labour Council of Metropolitan Toronto  
Peel County Educators' Association  
Metropolitan Elementary Teachers' Committee of Presidents







*Nethercut & Co. Ltd.**Toronto, Ontario*Toronto, Ontario,  
May 1, 1972.

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1 --- Commencing at 10:00 a.m.

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THE CHAIRMAN: Ladies, we are pleased to welcome you here today. You have been very helpful in our deliberations and I wonder, Mrs. Miller, if you would like to introduce the people that you have with you here today and assume that we have read your Brief. If you have anything that you would like to add to it, we would appreciate that, after which we will have a few questions.

MRS. MILLER: We are representing our Ontario Federation for Home and School today, we have Mrs. J.M. Priddle, our immediate Past President and the Chairman of the Ad Hoc Committee who prepared the Brief and is the Chairman of our Federation in bringing this information, and Mrs. David Menear who has been a most enthusiastic and hard-working member of this Committee, and my name is Marie Miller and I am President of the Federation.

It just might be helpful for you to know a little bit about our Organization, the Ontario Federation of Home and School Associations has a history of some 75 years of concern for the education and welfare of children and youth across this Province.

This year's focus seems to indicate three priorities, secure rational decisions based on information and sound judgment, which is the sort of guiding principle of our philosophy in so far as it relates to our operation. For this year we seem to see No. 1, a means of relaying back-up information









1 and securing valid feed-back within the time limit  
2 required. No. 2. We seem to feel that an equilibrium  
3 and on-going balance constantly adjusting to meet the  
4 needs and stresses and demands of the moment is  
5 important for our Federation but we must always be  
6 centered to a clearly defined goal which remains, as  
7 it always has been, of concern for the education and  
8 welfare of youth of the Province.

9 The third priority that we are  
10 considering for this year is a sustained endeavour  
11 to co-ordinate and maintain a focus for the inter-  
12 relationships between home, school and communities.  
13 To these ends we will direct our efforts and this Brief  
14 on Educational Costs and Priorities is one of the  
15 means that we are using to use the information provided  
16 by the Department and use our channels to parents and  
17 to communities to bring back the required feed-back  
18 for decision making. And to co-ordinate the opinions  
19 which we have gathered on the specific question.

20 We have set up a Committee of which Mrs.  
21 Priddle has been the Chairman, and for that reason I  
22 think she is most qualified to address you directly  
23 on the subject.

24 MRS. PRIDDLE: Thank you, Mrs. Miller,  
25 Mr. Chairman and ladies and gentlemen, it is a great  
26 pleasure to be here and if I could just mention, add  
27 to something with respect to the Organization that will  
28 give, perhaps, a little bit of credibility to the  
29 scope of the Organization, just very briefly.

30 I would like to tell you that since its









1 beginning as a very small group in Nova Scotia in  
2 1895, to its incorporation as a Provincial group  
3 under Provincial Letters Patent, and ultimately to its  
4 incorporation federally as a National Organization,  
5 it has moved through a variety of roles depending on  
6 the need. But to just give you an example, we used  
7 to record, for example, membership on a per capita  
8 basis. Then it moved from that and it became possible  
9 to service all parents, until just this past year we  
10 were able to reach some 500,000 across Canada in order  
11 to co-operate with respect to a program of the  
12 Department of National Health and Welfare.

13 This just gives you an idea of how the  
14 Organization now is involved from a small idea many  
15 years ago until its present stage. Over the years it  
16 has been gratifying to be invited to present Briefs  
17 on a variety of subjects such as the Aims and Objectives  
18 of Education, a Brief on Poverty, Teacher Education,  
19 the entire panorama of the kinds of things which  
20 affect families and young people.

21 For this reason, because home and school  
22 has always been - prides itself on perhaps having been  
23 a catalyst whereby changes occurred, and has always  
24 been striving for excellence in education and  
25 educational opportunity, when the Province was faced  
26 with the dilemma of spiralling costs, it then became  
27 incumbent upon the Federation to express its views  
28 to you. And it is for this reason that the Brief  
29 was written.

30 In our reference to the Implications of





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1      Ceilings on Expenditures by Local Boards, we have  
2      recognized and accepted the need for such ceilings and  
3      we recommend decisions, the decision to retain local  
4      Board autonomy. However, we have urged here, as you  
5      will have noted, lest mediocrity become the accepted  
6      norm, and we have suggested that although conflicting  
7      demands are sometimes difficult to reconcile, that a  
8      clear definition of objectives -- and by objectives I  
9      think in the context of educational costs we can no  
10     longer perhaps speak of the broad educational  
11     objectives. Or perhaps the definition, a clear  
12     definition has to be one of objectives with respect  
13     to those things which are taught in the schools rather  
14     than the broad education of the entire population,  
15     when we speak of the aims of education in its broadest  
16     sense.

17                     The section on the Use of Financial  
18     Resources discusses the need to ensure that educational  
19     needs are not forced to compete in the political arena  
20     and Ontario residents can be truly grateful for the  
21     fact that this has been the policy over the years,  
22     and it is a worthwhile policy to retain.

23                     Other areas considered include the  
24     dilemma encountered in educational hardware and its  
25     increasing deliberation, as well as the need to  
26     isolate and delineate those educational services which  
27     are properly the responsibility of other jurisdictions.

28                     Again we felt it was important to  
29     stress the fact that the K - 13 concept could be  
30     reflected in the grand structure with equalization







1 between the elementary and secondary panels. Perhaps  
2 the most significant aspect of the Brief is Project  
3 "Find-Out" which was the questionnaire circulated to  
4 our Associations and Councils in November of last year,  
5 and although we do not suggest for a moment that  
6 this is conclusive, we do suggest that it should be  
7 pursued locally by Boards and perhaps more extensively  
8 if it seems advisable by the Department. Not only  
9 on the basis of a one time effort, but on the basis  
10 of perhaps doing it periodically to ensure that the  
11 situation does not change from year to year when  
12 various regulations are translated to the local level.  
13 Because as you know, education, and we have urged  
14 that this be so, education, has become everybody's  
15 business and citizens speak loudly and with firm  
16 convictions on all matters pertaining to it.

17 This is not a bad thing we suggest.  
18 Indeed, it may be a very good thing. Public support  
19 for education was not easily won in the early days  
20 of public education and it is essential that we  
21 retain it. In other words, the public must be left  
22 in public education.

23 We would like to suggest and commend  
24 you for your efforts in this connection, that the  
25 next few years may be very critical for education in  
26 Ontario, and indeed across Canada, because the  
27 experiences which are being faced in Ontario can be  
28 repeated from coast to coast in varying degrees. And  
29 for that reason there are a good many Provinces that  
30 will welcome the results of your deliberations.







1 Failure to exercise common sense, and I  
2 speak of this with respect to the broad base of the  
3 population, citizens as well as professionals, we  
4 must all exercise common sense and a sense of  
5 responsibility if we would ensure that education is  
6 not jeopardized in the future.

7 We are very pleased to have this  
8 opportunity to be with you this morning. We will do  
9 our best to provide any clarification or answer any  
10 questions you may have.

11 THE CHAIRMAN: Mrs. Priddle, on page 2,  
12 paragraph 7, you stated "The Ontario Federation  
13 considers that the quality of services offered must  
14 be maintained in administrative, plant and teaching  
15 areas". Would you like to elaborate on this? What  
16 services are you referring to?

17 MRS. PRIDDLE: The services currently  
18 in operation. We do not want to downgrade any of  
19 the services which are now, once they have proved  
20 their value, that these should be continued in their  
21 present status. But we are suggesting here, rather  
22 the emphasis in this particular sentence is on the  
23 fact that postponing any future developments, rather  
24 maintaining what we have at the present moment. And  
25 I am thinking of areas perhaps more isolated areas,  
26 which do not find it feasible to have all of the  
27 facilities available in large urban centres.

28 Our emphasis here was rather maintaining  
29 what we have rather than acquiring new facilities and  
30 new innovations.







1 THE CHAIRMAN: Could you elaborate on  
2 what you meant on the acquisition of accessories?

3 MRS. PRIDDLE: Well it depends on  
4 where you live, whether an accessory is glossier or  
5 not. Something considered glossy in an isolated  
6 area or a depressed area, would be a necessity perhaps  
7 in a Borough like North York, for example. So that I  
8 think when I speak of the glossier accessories I  
9 would refer to a sophisticated technological equipment  
10 which might or might not, which could enhance the  
11 educational experience of a child, if personnel are  
12 available to operate and use it.

13 But often in isolated areas the  
14 establishment or the introduction of such materials  
15 would perhaps be wasted, if you do not have technicians  
16 who can operate it to the best advantage. So that  
17 glossier, it depends, depends on where you live  
18 whether it is glossier.

19 Where I live, for example, until recently  
20 they felt they had to have their own educational  
21 television. They found that this was something that  
22 they could do without and this is being scrapped, but  
23 that was not considered glossier to them, but it would  
24 be considered glossier in some other areas. I suppose  
25 I mean something that could be called a luxury. Nice  
26 to have but you can manage without it. I believe  
27 it varies in the eye of the beholder.

28 THE CHAIRMAN: We noted in here that  
29 you stated that the ceilings on expenditures were  
30 inevitable and desirable. The autonomy of local

Belt 2

Belt 2







1 Boards had not been affected because of these ceilings.  
2 We have had opposite views expressed. We are just  
3 wondering how you arrive at this conclusion, if you  
4 would like to elaborate on it.

5 MRS. PRIDDLE: These were done by  
6 consultations with a sample Board. We did not cover  
7 every Board in the Province. The people whom we did  
8 speak to, did not consider that this had created a  
9 problem for them.

10 As you say, I have read it in various  
11 press reports, that there are people who consider  
12 that these cost ceilings have had a deleterious effect.  
13 I am questioning whether they have an immediate effect  
14 or whether they predict that in the long term this  
15 may happen.

16 I was not clear in reading the report  
17 whether this is what they meant and whether because  
18 it was a long term deleterious effect, maybe then they  
19 considered it was immediately effective. I questioned,  
20 as long as the local autonomy is safeguarded with  
21 respect to how it is spent, it is a matter of facing  
22 facts. If they only have so much money and it has to  
23 be allocated, you cannot spend more than you have got.

24 It must be difficult to have that in  
25 an area in a poorer jurisdiction, which has been  
26 accustomed to having a certain quality of standard.  
27 Perhaps the trick will be to safeguard the basic  
28 standard.

29 THE CHAIRMAN: The term "cutback", we  
30 have read this in the past too, but we happen to know







1 that each Board is spending more money per child. Are  
2 we actually cutting back?

3 MRS. PRIDDLE: It does not sound like it  
4 does it?

5 MRS. MILLER: We will eventually refer  
6 to the profit. Parents feel that where money had to  
7 be saved, the quickest and fastest way to reduce  
8 expenditures - more seem to be aware of this area ....

9 MRS. PRIDDLE: Our questionnaire would  
10 point out I think, it indicates that parents were not  
11 content to have this happen. That anything that would  
12 interfere with the teaching function should be last  
13 on the disposability list.

14 THE CHAIRMAN: In other words they gave  
15 that the highest priority.

16 MRS. PRIDDLE: Right.

17 DR. PHILLIPS: Mrs. Priddle, just going  
18 back a moment to the effects of the ceilings on local  
19 autonomy. Your brief has stated the position of a  
20 number of people whom you have consulted. Does the  
21 official view of the Association, would it be true to  
22 say that the official view coincides with the view  
23 expressed --

24 MRS. PRIDDLE: I would refer that to  
25 Mrs. Miller as President of the Organization. Do you  
26 Mrs. Miller, consider that this view which has been  
27 expressed here, I hope it does, I hope it complies  
28 with the Federation's views. If it doesn't, I am out  
29 of Court.

30 MRS. MILLER: This is what I referred to







1 when I first talked about maintaining a kind of a  
2 balance. It goes back and forth. Today's balance  
3 may be a little bit different tomorrow and it will be  
4 different from yesterday. We don't have a balance  
5 which stays fixed and so in a couple of months, between  
6 the time we present a Brief and the time we speak to  
7 it, we can have a slight sway. So it is conceivable  
8 that under some kind of stress, then our people might  
9 be adding another something to meet that on the other  
10 side of the balance wheel, so perhaps over a broad  
11 area they are in favour of the sort of thing we  
12 have here, but there may be who will become panicky  
13 and think, no, we can't do that, we have to leave our-  
14 selves a little more leeway. I think this is  
15 conceivable.

16 So, you know, a firm position nowadays  
17 is pretty hard to take and I think very dangerous.

18 MRS. PRIDDLE: I think one thing which  
19 the Committee decided in preparing this brief, having  
20 seen the results of the questionnaire, it was obvious  
21 that this was a one time thing and that it was not  
22 enough just to have one questionnaire, but that perhaps  
23 a year from now there should be another one, because  
24 this would reflect at least in part, whether there  
25 was any change, and perhaps if the questions were  
26 framed in such a way you could find out why this  
27 change was necessary. What led to this, because  
28 sometimes I mean it is possible that regulations, by  
29 the time they are translated locally, take on a  
30 somewhat different emphasis.







1                   This is just human nature, I think it  
2                   does happen and hopefully nothing too much is lost in  
3                   the translation, but it can happen with the best of  
4                   intentions very often.

5                   And so on that basis, the Committee  
6                   felt that this questionnaire should go out annually  
7                   to do a check and see whether people had changed  
8                   their ideas, and whether they were satisfied with  
9                   what was happening all over.

10                  DR. PHILLIPS: On page 7 of your Brief,  
11                  paragraph 18, you make the statement "care must be  
12                  exercised to avoid the unreserved application of  
13                  industrial and business standards of measurement of  
14                  efficiency to education". I wonder if you would  
15                  elaborate that bit. I think it is a very important  
16                  point.

17                  MRS. PRIDDLE: Well one hears, I don't  
18                  know whether I can add very much to it, but what was  
19                  behind this is that educational conferences and in  
20                  various educational publications, and publications  
21                  put out by industry themselves, one begins to just --  
22                  perhaps I read it in, I do not know -- but one begins  
23                  to sense that they talk a good deal about accountability,  
24                  about effectiveness, about packaged units, I would  
25                  hate to see the educational system operate right down  
26                  the line using business methods. I don't think when  
27                  you are dealing with human beings that this is  
28                  really possible.

29                  Certain adaptations yes, but somehow  
30                  these two areas have to come together that business





1 methods may apply to a degree, but just as in a hospital  
2 you would hate to deal with individual patients on  
3 that basis. Some people think that is exactly what  
4 happens, but the human element cannot be forgotten,  
5 and so I think great care would have to be taken in  
6 this regard and perhaps the thing that frightens me  
7 most is when I heard of contracts being let in the  
8 States for given package of work. We will say that  
9 X number of children will learn to read X amount of  
10 words in X amount of time and we contract to say it  
11 shall be so.

12 At the end of a given period of time  
13 this package deal is presented - here are your children  
14 tied up in a neat little bundle and they all know how  
15 to do this amount of work.

16 MRS. MILLER: Didn't they offer to pay  
17 a rebate if this didn't happen?

18 MRS. PRIDDLE: Yes, I believe there were  
19 penalty clauses, something of this nature. Now this  
20 frightens me. I don't think Ontario education wants  
21 to do this. Somehow we have to try to avoid it. We  
22 have to be business-like, but we also have to be  
23 human.

24 DR. PHILLIPS: Would your Committee  
25 have had in mind the budget approach that has been  
26 discussed with reference to application to education?

27 MRS. MENEAR: In accountability I think  
28 this word - there are certain rises and falls  
29 periodically over the years. This is a very prevalent  
30 term. If it is accountability, the results of the







1 human being goes through this process, then I think,  
2 yes, accountability.

3 If this accountability, in terms of  
4 a contract, then I think we are in a great deal of  
5 trouble, because you are talking of contract programming  
6 where you know we don't get the rewards unless we  
7 get the results. I think you said it has failed but  
8 nevertheless the evidence was that the input in the  
9 last X number of times, would ensure positive results  
10 in the end -- If we look at accountability as to the  
11 number of people deriving satisfaction which would  
12 not be indicated by the current - I don't know whether  
13 you would call it a difference, but apparently within  
14 the Province there is something in the number of  
15 drop-outs from High Schools within this year. I  
16 believe there was one County where they have doubled  
17 the amount of last year, another County would have  
18 a thousand up to Christmas; this aspect of accountability  
19 and accountability of creating an atmosphere wherein  
20 people are able to proceed and gain an education in a  
21 way in which we could provide some sort of satisfaction,  
22 then I think this type of accountability, yes.

23 But the content of accountability - what  
24 I am trying to say - X number of programmes and so  
25 on, they all come out with the right -- I think this  
26 is a different thing.

27 So in terms, as far as the development  
28 of good human beings, who are emotionally and  
29 intellectually, academically disciplined, who can  
30 make assessments with a broad discipline background







1 to make them valid, yes. I think this a great point  
2 for accountability.

3 You know, we have to have X number of  
4 rewards for X number of programmes ... and the thing  
5 we are talking about is programme budgeting. I would  
6 think you need a double approach. In other words, on  
7 looking over the print-outs from Boards using a programme  
8 budgeting system, what I found was everything has to  
9 be totally budgeted right down, but you rarely saw  
10 a horizontal cut of the same cost. Therefore, you  
11 would have X number of programmes, you could have  
12 transportation budgeted in for each single one of them,  
13 but at no point do you have a broad look at X  
14 transportation and/or salaries -- I know within our  
15 Board we look at television, so you have X priorities,  
16 1, 2, 3, 4 -- but their input, put this particular  
17 thing into each one. So you get no horizontal look  
18 at budgeting.

19 In other words, perhaps we need to look  
20 both ways, programme-wise and horizontally to get  
21 a - you know - a good way of looking at the costs.  
22 In other words, I think, both things can be helpful  
23 in determining the efficient use of dollars and cents.  
24 To look at it in the total context and then look at  
25 it down.

26 I don't know whether that makes any  
27 sense.

28 THE CHAIRMAN: As I understand what you  
29 are saying, you have nothing against Boards using the  
30





1 very latest management techniques of planning and  
2 budgeting, and the various controls, because if they  
3 don't they are going to be criticized by the business  
4 community.

5 MRS. PRIDDLE: Yes, it is big business.

6 THE CHAIRMAN: Quite often the Board of  
7 Education will be the largest, perhaps they don't like  
8 us to use the term business, but in terms of human  
9 resources, dollars, physical resources, quite often  
10 we are the largest business in that County.

11 MRS. MENEAR: Well then I would hope  
12 that the educational administrators would be well  
13 trained in management techniques, because there is  
14 a severe lack of the real skillll of administrating  
15 both in human terms, I think, and this is my own  
16 attitude, as well as management techniques.

17 In other words, if you look into the  
18 management industry of flat structure, it has been  
19 fairly well defined as being fairly flexible and well  
20 able to handle it, and yet in our administrative  
21 educational enterprise, we have great hierarchial  
22 structures and the project here -- many of the public  
23 will feel that perhaps economies in the hierarchy  
24 area is one place of making it, where in actual fact  
25 they are being made at the classroom and environmental  
26 level.

27 In other words they do need to use the  
28 most in business, personal management, finances and  
29 I think neither one should be prior. Finances  
30 shouldn't be necessarily first, but to get job







1 satisfaction it should have very high priority,  
2 training.

3 MRS. PRIDDLE: I think we tried to say  
4 in this Brief that what we recognize, that for  
5 practical purposes we recognize the need for good  
6 management, but that accountability is a two-edged  
7 sword and we are accountable to two groups of people.

8 First of all, those who pay the bills  
9 and also those who are receiving the education, and  
10 we are accountable to that new generation. That is  
11 one of the things and we must not lose sight of that.  
12 And the second one, perhaps, is more important than  
13 the first, although certainly the first cannot be  
14 ignored.

Belt 3 15 MRS. FARR: You spoke of the clear  
16 definition for objectives and I think you said not  
17 just general broad objectives, but more specific,  
18 clear objectives. Are you speaking of definition of  
19 objectives in the particular schools, particular subject  
20 matter, or just what objectives are you referring to  
21 and how do you think these should be arrived at?

22 MRS. PRIDDLE: I think, Mrs. Farr, that  
23 we have talked in the past about the objectives of  
24 education in its broadest sense, and that over a period  
25 of many years, the Brief does stick to this, over a  
26 period of many years whenever people don't know what  
27 they see, they don't know what to do, well either  
28 the school does it or the government. You know, give  
29 it to the School Board -- well this is somehow or  
30 other, I think the school has been tremendously







1 lenient about agreeing to take on additional jobs,  
2 community services, which perhaps should have been -  
3 would come within the jurisdiction of another level  
4 of government, another agency within the community,  
5 whatever, so that perhaps now it is time for the school  
6 to say well what does indeed belong in the school,  
7 and what belongs with the Department of Health,  
8 Regionally or Provincially or what belongs to the  
9 Recreation Department of a given community. Because  
10 adult education, we have mentioned this also, in its  
11 broadest sense and recreation in its broadest sense  
12 come awfully close together and sometimes it is pretty  
13 hard to draw a line. But perhaps that line has to  
14 be drawn and I would suggest that, in doing so, and in  
15 making the switches. Now this would not increase taxes  
16 to the tax-payer, it would still have to be paid for,  
17 but education would not be tarred with the brush of  
18 having spent all that money when properly the Department  
19 of Health should have in its balance sheet that it  
20 spent quite a bit too.

21 The local Municipal Recreation Department  
22 budget would go up. I have no idea, I have no doubt  
23 in the world that this would be met with great  
24 opposition because it has been awfully easy for them  
25 to say - do this - but I do believe it is time that  
26 this happened, Health education, even Physical Fitness  
27 programmes are promoted by the Federation Department  
28 of Health. They promote this idea, physical fitness,  
29 well perhaps if they really feel that strongly they  
30 should be contributing to the upkeep and this would





1 be in the form of grants.

2 I still feel that perhaps the school is  
3 the best place, the best setting, and teachers are the  
4 best able and most competent to perform the service,  
5 but reimbursement of the educational, of the Board  
6 of Education for these services, is what in my view,  
7 what should happen. And on the other hand I think we  
8 have to be very careful that we don't have a fragmenta-  
9 tion of services within a given school or within a  
10 given Board jurisdiction. There is nothing worse  
11 than having a lot of different people working with  
12 children, or even teenagers,<sup>but</sup> as long as they are  
13 working together as a team the child can tolerate this.  
14 But everyone has a somewhat different goal and a  
15 somewhat different philosophy in their approach, be it  
16 social service, correctional service or whatever,  
17 then they are working in parallel lines and I think  
18 the child would suffer by it.

19 So therefore that is why in the Brief  
20 we suggested some sort of inter-agency team be  
21 established within. Now perhaps in large schools, if  
22 this would be required in the school. But at least  
23 within a Board's jurisdiction. So that Health people,  
24 their salaries might be reimbursed by the Regional  
25 Department of Health, but they are working with the  
26 educational system. It would be educational personnel  
27 and that you had a team approach with working with  
28 a problem, whether it is the problem of a child or  
29 a family problem and very often, I am sure, you will  
30 agree that if there is a problem with a child you







1 have to go back beyond and see what is wrong, before  
2 it got to the door of the school.

3 We feel that this fragmentation, and a  
4 whole lot of people working with children, would be  
5 a bad thing. But the other we see as a bookkeeping  
6 entry only. And I see no change in the present  
7 situation except that.

8 MRS. MENEAR: I would just like to speak  
9 on that, the actual fact of the parents. It might be  
10 perceived that education would be taking a larger  
11 segment. In other words, is there any reason, as our  
12 classrooms are declining, at the present time the  
13 primary grades. You are going to have space perhaps  
14 in time so one could almost establish day nurseries in  
15 the schools. This would use up the classroom space,  
16 it would take away from the necessity of closing  
17 community focal points. Perhaps the school could  
18 become a centre of which you would have an inter-  
19 agency team, so that instead of memos going for three  
20 years between Departments, within 15 minutes a child  
21 who has a problem, this could be perceived and Health  
22 can come.

23 In other words, the school could become  
24 the focal centre of the community from almost birth  
25 or early age, right through to the community use of  
26 schools after by Senior Citizens. In other words we  
27 perceive this, but on the bookkeeping entry the cost  
28 be properly shared. So that the mental health and  
29 psychological costs, which are a major cost to some  
30 School Boards, which in actual fact is provided in





1 service by the Department of Health and these things,  
2 but if we brought our schools and used them as  
3 basically a real centre, it could be pursued that  
4 education is taking over much more of an area. But  
5 this would be a matter of co-ordination. The  
6 community resources, rather than having this tremendous  
7 fragmentation that you often get now, you know children  
8 going off here, there and people, and it would help  
9 to use child behaviour as a prime indicator of family  
10 distress.

11 This is a cardinal symptom and yet our  
12 schools rarely, I say rarely use child behaviour as  
13 an entry to solve perhaps parental distress which is what  
14 the child is reacting to. They attempt to cope with  
15 this on the educational, and you know they will correct  
16 the child, where in actual fact, the correction might  
17 well be taken back into the home, and we could use  
18 these little red flags that go up in a much more  
19 preventive way than sometimes we do now. Which, when  
20 this happens our services tend to look at the child  
21 and say, well now, we will handle the child, where in  
22 actual fact perhaps the child could best be handled  
23 by handling the total situation.

24 MRS. PRIDDLE: Well perhaps the  
25 delineation has to come with respect to education  
26 costs, is what are we going to call education. What  
27 are we going to charge to education in the books, and  
28 what are we going to charge to social service, health,  
29 correctional services, this kind of thing.

30 In other words, as Mrs. Menear has said,







1 there has been another suggestion. I am quite sure  
2 there are many teachers who have often felt -- I am  
3 thinking of the battered child syndrome that is  
4 recurring with ever increasing frequency -- that a  
5 teacher knows. Where does she turn. She is not  
6 equipped to go out and handle that situation then, but  
7 she does need to have access to social service people  
8 who can take over and she knows something needs to be  
9 done, but she has a classroom so she cannot do this.

10 So these are things this inter-agency  
11 thing would handle. But again, as far as education  
12 costs are concerned, I think this is where the  
13 delineation has to come. Those are supportive. They  
14 fall into health, be it physical or mental health,  
15 recreation, correctional services, the Courts, the  
16 police, it is not uncommon for a Principal to require  
17 a Vice Principal, because so much of his day is spent  
18 in consultation with these outside agencies, and  
19 rightfully so. He is the logical person to involve.  
20 He must be involved, because that child is in his  
21 school for such a large part of each day, but it  
22 means an extra salary, and that extra salary perhaps  
23 could be reimbursed by the service involved.

24 THE CHAIRMAN: Mrs. Menear, I just  
25 wanted to pursue a statement you made. Do you feel  
26 that if there is room in the school, that that is  
27 where the day nursery should be, rather than in  
28 separate buildings in the community? Just recently  
29 the government announced, I think ten million dollars  
30 to be made available for the building of a day nursery.





1 MRS. MENEAR: I'll tell you several  
2 reasons why. One is in a sense this will help to  
3 use up the school. We are also having problems with  
4 children being bussed, moved in, being there at lunch  
5 time, possible ways in which co-ordination could be  
6 handled in this respect from the staffs working  
7 together. And also I am interested in providing young  
8 mothers, our home and school establishing - is often  
9 talking - parent study courses. We are aware that  
10 there are pre-natal courses in many communities, but  
11 there is very little training in an organized way for  
12 the emotional development of children.

13 So I did some research in preparing  
14 this and I found in various articles, someone in  
15 Britain suggested that you will never get better  
16 prepared parents in bringing up children until they  
17 not only have lectures and understand the theory, but  
18 see the practical application or relating with the  
19 children. Therefore these centres could possibly  
20 provide an opportunity for young, either High School  
21 children to come back, or Grades 7 and 8 to be in  
22 and see how ways of working with young children.

23 This would have a very positive effect  
24 on their future development as parents, because  
25 bringing up children can no longer be a process of  
26 where I do as I was done to or the opposite to what  
27 was done to me. But there must be a degree of  
28 learning and training in this process and this is  
29 perhaps one way that the total school, or this total  
30







1 environment from right up, could contribute.

2 MR. TROWEL: May I ask a question. For  
3 purposes of clarification in my own mind, I hear you  
4 talking about this breadth and the totality of the  
5 person, human beings, the individual child, the  
6 problems associated quite apart from purely learning  
7 in the rather restrictive sense that is taking into  
8 account all that personality; as I understand what  
9 you are saying, and I would like you to correct me if  
10 I am misinterpreting, all these things are necessary.  
11 The focal point naturally is the school, it comes about  
12 because they are there. The kinds of people are  
13 there and the home is very close, or at least within  
14 contact.

15 But the problem seems to be one of  
16 identifying the cost for this resource, this human  
17 resource we are talking about, and it becomes more  
18 a political problem of getting people to understand  
19 that there is much more than just this kind of thing  
20 in a school or labelled education, and education  
21 extends far beyond -- am I right so far?

22 MRS. PRIDDLE: Yes.

23 MR. TROWEL: Now is it really the  
24 problem of labelling something that the cost suddenly  
25 jumps out and stands up, rather than an idea and a  
26 presentation of the accomplishment of that idea through  
27 a set of objectives.

28 Is that the basis of the point in your  
29 Brief, that it sets it up as education, people are  
30 reacting to big numbers in education.





1 MRS. PRIDDLE: I think they draw in  
2 their breath and hold it indefinitely, because they  
3 see this large sum of money and although these things  
4 are all necessary, and I don't suggest for a moment  
5 they be curtailed, but I am saying that our teachers  
6 and our educational costs should not be affected, that  
7 they belong in the bookkeeping scheme somewhere else.

Belt 4

8 MR. TROWEL: If these are all broken  
9 down into individual organizations, naturally those  
10 organizations, I think, are likely to develop their  
11 own groups or hierarchies. Is that, in your opinion,  
12 going to be more expensive or less expensive than  
13 having it concentrated in one area in which this  
14 might --

15 MRS. PRIDDLE: It is possible that this  
16 would happen. It is entirely possible. We could say  
17 that by the same token if such did happen, that those  
18 various departments would also be faced with a similar  
19 situation.

20 On the other hand, there might be an  
21 in between point whereby you would say, all of these  
22 things comes within the school and are administered  
23 by the school and within the structure of the school.  
24 Then the breakdown of the schools, of the educational  
25 costs, would reflect how much of this -- I mean I  
26 know it does now to a degree, but somehow the general  
27 public has to see that education is a broader thing  
28 and that the way it is set up now they don't. They  
29 just say well it certainly costs more than it did  
30 when I went to school. And it stops there. Which I







1 think we have to try to avoid, because there a good  
2 many marvellous things going on in our schools right now,  
3 and it would be a pity, I think valuable time and  
4 energy would be lost if they are thrown out because  
5 of this, and what worries me is that at the local  
6 level some Boards might panic and do this.

7 I just feel that - now we have mentioned  
8 in the Brief that we realize -- well let's take the  
9 example of the teaching of English for new Canadians.  
10 Why isn't the Federal Department of Citizenship and  
11 Immigration responsible for that? They may want to do  
12 it locally in the local schools, but these are  
13 possibilities again from other people.

14 I think a City like Toronto would have  
15 a much larger bill in this connection than some other  
16 centres. I believe it is quite extensive here. It is  
17 very necessary and it would be a pity to have it  
18 eliminated. But the Toronto Board of Education have  
19 to try to raise that money itself. This is pretty  
20 difficult. It needs help and it is performing a  
21 service to the Federal government by so doing.

22 This was our point. I am not suggesting  
23 it would be easy to persuade these other agencies to --  
24 I am quite sure they are not going to say when  
25 approached, they would just love to. Let's put it  
26 that way.

27 MRS. MILLER: On the other hand, the  
28 effective level of implementation of these things  
29 would be increased, because they would be at the  
30 source where the problems are.





1 MRS. PRIDDLE: I think this needs  
2 explanation, but again I would like the team approach,  
3 and I think we must avoid this aspect of presentation.  
4 The same people would be in the administrative  
5 structure, perhaps this would involve the hierarchy  
6 approach you were concerned about, and by having them  
7 working within the jurisdiction of the Board, that  
8 merely grants made for that, you would retain it and  
9 would retain the team approach.

10 MR. TROWEL: Are you saying that if all  
11 these things could be embodied within the school,  
12 that rather than actually having the different  
13 Departments, such as the Department of Health, or  
14 Immigration, or whatever it happened to be, whatever  
15 appropriate Department was actually carrying these  
16 things out, with an organization of their own, that  
17 if they simply supplied the money --

18 MRS. PRIDDLE: I see it as possible, yes.  
19 The bookkeeping entry --

20 MRS. MILLER: I don't agree. There  
21 seems to be a little trailing off the main path in  
22 that it would not eliminate the people or their  
23 structure to do what they are doing. It is just a  
24 place, a nice available place where they can get  
25 effective results, the problems are there and they  
26 can be administered there.

27 But, for instance, we wouldn't be taking  
28 a teacher to the job, as the school nurse or something  
29 like that, it would still be handled by the Department,  
30 paid for by the Department, but an empty classroom, if







1 such happened to be there, or even if they were  
2 building 10,000 or a million or whatever it was you  
3 said, for the new day nurseries, perhaps it could be  
4 tacked on to the school where it would operate most  
5 effectively.

6 But their structure would still be there  
7 because that is a means to an end.

8 MRS. MENEAR: Well the Public Health is  
9 in the school but at which point are her consultations  
10 in relation to a child with an emotional problem with  
11 correctional people. In other words I know of instances  
12 for three years they are trying to get help for a  
13 child, but when they brought all these people together  
14 and the mental people or the clinic heard that the  
15 200 times the police had been involved - in three  
16 weeks this was solved on paper it took years, and  
17 nothing happened.

18 In other words, all the people had to  
19 get together to communicate the actual situation and  
20 handle them at the school level, the community level.  
21 This is the way, to my mind, of getting better more  
22 efficient action than the areas of people involved --

23 MR. KERR: Mr. Chairman, I was very  
24 much intrigued with Mrs. Miller's opening statement  
25 that the Home and School Association probably provided  
26 the most valid feedback as to the results of change  
27 of organization or change of policy, or even change  
28 at expenditure levels. I am wondering if your  
29 Association has seen any tendency for the imposition  
30 of ceilings to bring better levels of education to





1 the Districts and to the Counties that are not as  
2 fortunate as some of the leading Cities.

3 MRS. MILLER: Yes, I think so. The  
4 ceilings has been something that sharpens the need to  
5 consider priorities, and that in itself has been a  
6 very good thing. Because if we just go along buying  
7 everything on the counter; we have to decide for  
8 ourselves which we want the most, which is going to do  
9 the most good in terms of human relations.

10 MRS. MENEAR: On the first page,  
11 Appendix A, because of the Brief, it indicates that  
12 when asked whether program changes were apparent this  
13 year owing to budget cuts, although 93 reported YES  
14 and 105 reported NO CHANGE. In other words, it is  
15 almost balanced - 6 to 4 - this sort of thing, and  
16 five schools reported increases in services.

17 Now with our replies coming back from  
18 both urban, rural, we did not know where this could  
19 possibly indicate what you are suggesting, that in  
20 certain areas these ceilings, and therefore some  
21 areas got more money than they had had and were able  
22 to implement gifted programs or remedial programs  
23 for students. So --

24 MR. KERR: One of the aims of the  
25 Project "Find-Out" will be to continue to follow the  
26 results in the underprivileged Counties and Districts.

27 MRS. MILLER: Over all.

28 MRS. MENEAR: To look at the changes  
29 that do occur.







1 MRS. MILLER: I should say too, before  
2 we go too far in discussing and looking at this, that  
3 we are looking at numbers, these are not people, these  
4 are units. So if it was a Council unit it could go  
5 into thousands, if it was an Association or school  
6 unit, it could be in the hundreds. So the numbers  
7 are a little bit off. You know, they do not indicate.

8 MRS. FARR: 198 replies - that is 198  
9 Associations or units?

10 MRS. MILLER: Or it could be a Council  
11 that got together and did it for all their Associations.  
12 So it could represent a tremendous number of people.  
13 That is a living and learning bit.

14 The next time we put it out we will get  
15 some indication of how many people it represents.  
16 When a Council puts in a return, how many Associations  
17 and people are actually involved, because this is  
18 misleading.

19 THE CHAIRMAN: This question leads into  
20 the next one of mine. You have gone to a lot of work  
21 to survey the people in your Organization. Would  
22 you like to elaborate on the results of this survey  
23 and how we should interpret it?

24 MRS. PRIDDLE: I think Mrs. Menear  
25 dealt more closely with this.

26 MRS. MENEAR: Yes, we were very  
27 interested. First of all, due to our inability and  
28 inexpertise in establishing a questionnaire, it is  
29 very difficult to put requests across and get them  
30 back in the way we ask them. I didn't know there





1 were so many ways of misinterpreting a request.  
2 However, we were interested, particularly as you look  
3 at what we ask parents. When we ask them what they  
4 thought was a realistic size and what they thought  
5 was a maximum size in relation to what in actual fact  
6 appeared to turn out, and it was felt that the  
7 arithmetical means which was, you know, established  
8 a very good indication of the results.

9 First of all, we noted that 79 schools  
10 therefore of the returns, the larger number of schools  
11 had larger classes this year than last, although 56  
12 had smaller, 63 had remained the same, 79 or the  
13 largest number had had an increase in class size.  
14 The parents took this opportunity not only to say  
15 what they thought was a realistic class size, but  
16 without being asked to break down, that they wanted  
17 differences in class sizes according to ages, and in  
18 the primary area was considered most important.

19 And it says here that they felt that  
20 they should average about 23.9, Junior 28.4, and Senior  
21 31.1. This was what came out.

22 However, when 44 per cent of our  
23 respondents indicated exactly 30 as the number of  
24 pupils in a class that they felt would create an  
25 environment in which the teacher was able to work  
26 comfortably, would be able to relate inter-personally  
27 with the children, to be aware of their needs, this  
28 I felt was interesting. That you know that number,  
29 that percentage came to exactly that figure. This,  
30 I thought, was important.







1                   Now we did look over and we asked them  
2                   where they would like to see the cuts made. First of  
3                   all, we asked them what happened and the interesting  
4                   thing is that teachers and library services seem to  
5                   be the first place that changes were observed. In  
6                   other words, cut the teachers, provisional teachers  
7                   and the provision of library services, which used to be  
8                   fairly supportive role for the teaching function.

9                   THE CHAIRMAN: Are you saying fewer  
10                  number of teachers?

11                  MRS. MENEAR: That the Boards have cut.

12                  THE CHAIRMAN: Fewer in number or  
13                  relation to children in the school?

14                  MRS. MENEAR: We did not ask the number  
15                  of pupils in the system, but this was an overall  
16                  trend, would make one wonder if all systems were  
17                  getting that small.

18                  And second of all, that the importance  
19                  related down the way the cuts were made, as to  
20                  consultants and remedial and things found this way.  
21                  But when asked what they felt, where they felt  
22                  economies could be made, the parents put teachers  
23                  and benefits quite a way down on the list. In other  
24                  words, the protection of the classroom environment  
25                  to them was of prime importance. And I think we  
26                  feel that the term pupil-teacher ratio really does  
27                  not, as far as the parent and his child is concerned,  
28                  have any relevancy.

29                  This may be an administrative convenience,  
30                  but it does not reflect, in any way, the actual number





1 of children which may be present in front of an  
2 actual teacher in a classroom environment, and this  
3 is what parents are concerned with. And it did  
4 indicate that about -- class sizes as they are working  
5 out, appear to be where parents felt that 23 was good  
6 for a primary grade, that in actual fact your primary  
7 classes were 28.6 students, and where parents felt  
8 28.4 for the intermediate years, they were 28.6. Now  
9 that is very close.

10 In other words, what appears to be  
11 happening in intermediate years, this is very close to  
12 what parents felt. But you get up to 35.3 in the  
13 more senior years as a base. This is what is happening  
14 in the Province and to be the arithmetical need, at  
15 least for the samples that we have, and parents really  
16 felt that 30 was a desirable area and we would look  
17 at the regulations we realize that one can over-build.  
18 However, this is important when the basis for additional  
19 classes or new buildings comes to being. Would 35  
20 be something -- this does reflect back into the  
21 administrative decisions, because they do look at this  
22 and say well, you can't build another class until you  
23 have 35, we can't form another class until we have 35.

Belt 5

24 If we have this as a base, in many  
25 instances there are classes that are larger, because  
26 your minimum base certainly is not the top of the  
27 number of classes you have. Therefore, there would  
28 tend to be an excess of that, and we were very  
29 interested with the research that has been done in  
30 the United States which I think is submitted to you,







1 and Mr. Olsen did a class study of 1800 classrooms  
2 and it is the quality of education. Certainly a  
3 teacher can handle 35 - 40 children in a class. If  
4 they are that large they are receiving a lesser  
5 quality, and by that he determined that the teacher  
6 input seat work, passive viewings of movies, television  
7 -- in other words things which did not have a higher  
8 quality or contributing factor to the children which  
9 he termed as active programs involvement, programs of  
10 experiential learning, discussion and dialogue training  
11 where children can talk in small groups and get their  
12 thoughts established. Contribute to them personally,  
13 you know, rather than having the input out.

14 So he felt that it indicated that the  
15 size of class, a determining fact of the quality;  
16 therefore, what do we want of our educational system.  
17 And in the past, I think, we have been content, or  
18 it has been almost enough that they master the  
19 education content. Now we need both. They have to  
20 be --

21 Classroom environment and those things  
22 which support it were of the prime concern to parents.

23 THE CHAIRMAN: I think the Provincial  
24 average right now is between 25 and 26, somewhere in  
25 that area. I gather then, from what you are saying,  
26 that if you had an average of 30, your Association  
27 would support that?

28 MRS. PRIDDLE: Not a pupil-teacher ratio,  
29 no way. Actual children in a classroom -- our parents  
30 felt --





1 THE CHAIRMAN: We are talking averages  
2 now.

3 MRS. MENEAR: If you have a clearly  
4 defined statement as to what forms a pupil-teacher  
5 ratio. In other words, if it only consists of a  
6 teacher who is responsible for a group of children --

7 MR. TROWEL: Classroom size --

8 MRS. FARR: You are talking about class-  
9 room size and Mr. Trowel is talking about pupil-teacher  
10 ratio.

11 MRS. MENEAR: We are talking about class  
12 size. Not pupil-teacher ratio.

13 MRS. PRIDDLE: In most instances, as  
14 Mrs. Menear mentioned, although parents understood  
15 the concept and what was meant by pupil-teacher ratio,  
16 they did not consider it relevant to their purposes,  
17 that it was an administrative of handling other  
18 personnel. And that is fine. They buy this, but they  
19 still wanted to know how many bodies are in a given  
20 classroom.

21 THE CHAIRMAN: At the present time,  
22 one of the objectives of the Province is to raise the  
23 level of teacher qualifications. Next year will be  
24 the last year that anybody can get into teachers  
25 college without a degree. Now this is going to cost  
26 more money and increase teacher qualifications and  
27 we will pay them more starting their career.

28 Do you believe this is a good place  
29 to spend money, or would you say a more professionally  
30 trained teacher could handle more children in class-







1 room situations?

2 MRS. MILLER: Well this isn't just a  
3 matter of what we believe, because we have a past  
4 history of working for this sort of thing and  
5 encouraging and urging it.

6 THE CHAIRMAN: You support spending more  
7 money on increasing teachers qualifications and then  
8 the higher salaries we will pay them are a result of  
9 this.

10 MRS. MENEAR: In our Brief we did  
11 indicate that a well-trained teacher needs a  
12 professionally organized body of core material, and  
13 I will say this to be the most pertinent approach which  
14 will permit a highly qualified teacher to act as a  
15 diagnostician and a person who is skilled, a person  
16 to work with the children, we could not have a person  
17 in the medical profession, if the Doctor had to sit  
18 and hold the patient's hand in order to get him to  
19 get better. But we have used this approach in teaching.  
20 Only if the teacher has the time to teach the child  
21 exactly what he needs to know, and is he able to get  
22 it. If he has to go to the Dentist well wait until  
23 tomorrow. This is not good enough.

24 Private enterprise has attempted to do  
25 this, but as they do it, unless under a great will  
26 of guidance, it has not been organized adequately  
27 enough to be comprehensive enough to be really useful  
28 to the teacher. In other words, all of our teachers,  
29 they need to be able to teach but also to be able to  
30 pull from the door behind them and say, here, you





1 don't understand this, you didn't understand it, do  
2 this. Come back to me and we will see you. Not that  
3 I have 10 minutes to sit down and I will go through  
4 this with you.

5 And that this should work both for our  
6 cultural imperatives of the elementary school, but also  
7 certain difficult to grasp concepts in all levels of  
8 education, and that this will help your highly trained  
9 teacher to be able to, perhaps, handle more children,  
10 because she will have the back-up resources behind  
11 her, or behind him, to help solve the students' problem,  
12 rather than it being, you come and see me basis.

13 DR. PHILLIPS: Is it your idea that  
14 the core material you referred to, be produced in the  
15 Department of Education?

16 MRS. MENEAR: I think whether they will  
17 contract this out, this is a decision I don't know.  
18 But I think it should be professionally structured and  
19 organized. In other words, the professional people  
20 should look at it. The Department does draw up the  
21 guidelines for certain courses obviously. When they  
22 draw this there is some design as to what they hope --

23 I realize each school community does  
24 have the ability to develop a course that is pertinent  
25 to them. But there are certain core things that  
26 people have to get if we are going to have academically  
27 and really capable people turned out, they have to  
28 master some content, and that this could be programmed.

29 MRS. PRIDDLE: I think the Brief speaks  
30 to this, Dr. Phillips, in saying if core material is







1 made available, it was our view that it should be  
2 professionally compiled and originated, even though  
3 industry might be asked to produce it in accordance  
4 with specifications laid down by our educators. But  
5 I think that is essential that our professional  
6 educators have a very strong hand, and that industry  
7 has gone in on a specification basis and pretty  
8 carefully specified.

9 THE CHAIRMAN: I just want to be  
10 clear on your thinking. I gathered you are strongly  
11 in agreement, the higher qualifications for teachers  
12 with the knowledge that this is going to cost more  
13 money to train them, and that we will pay these people  
14 higher rates all during their career.

15 MRS. PRIDDLE: Does this necessarily  
16 follow that this kind of thing not be in accordance  
17 with economic realities of the day, just as it is  
18 for everyone else. I mean, does it automatically  
19 follow, for example, I would suppose that a good many  
20 of our teachers now do qualify. Not all, perhaps,  
21 but a good many are well qualified on this basis and  
22 are currently being paid in accordance or commensurate  
23 with their qualifications and duties at this given  
24 time.

25 So does it follow then that we would  
26 have a huge jump?

27 THE CHAIRMAN: I don't think it  
28 necessarily follows, but the teachers who are coming  
29 out, say two years from now, will all have a minimum  
30 of Bachelors Degree plus one year of professional





1 training. This means, I think, that they will start  
2 in level 4 of the structure, rather than 1, 2 or 3,  
3 therefore over a period of time we will <sup>be</sup> paying our  
4 teachers a higher salary than we have in the past.

5 MRS. MENEAR: But you are basing this  
6 on the assumption, shall I say, the salary basis  
7 will still remain "this category basis" and since I  
8 just finished preparing the Brief on Teachers  
9 Certification, it is a different matter. But we  
10 would certainly have the proposal that if there is  
11 a basic change in the Certification for teachers, and  
12 one degree, everyone has this, that it will be up to  
13 the usual Boards to supply the basis on which increased  
14 remuneration goes. It will not just be sort of an  
15 automatic thing and therefore I am not saying -- I  
16 am saying personal development, teacher development,  
17 his own plans --

18 We have points in our submission,  
19 considering all types of things, performance, his --  
20 in other words perhaps there may be a whole new  
21 structure of pay in relation to the basic categories  
22 which are present. So this may well be that we would  
23 have to pay our people more, perhaps we could pay them  
24 more on a different basis.

25 MRS. FARR: Mrs. Priddle, I was  
26 interested in paragraph 32, where you stated, "it is  
27 hoped that the traditional split of a higher percentage  
28 for the secondary panel will not emerge when trans-  
29 lated at the local level". I wonder if you could  
30 elaborate on that.







1 MRS. PRIDDLE: It was just a thought.  
2 I can't elaborate very much, but human beings being  
3 what they are, and the need is there and it seems a  
4 simple way of doing it, that just happens -- it was  
5 our view that one has to be careful. I have been  
6 harping on this translation business ever since we  
7 came this morning, and do you think I can't think of  
8 anything else. But it does work out that way and I  
9 don't say that in saying it, I don't cast aspersions  
10 by any stretch of the imagination. It is just very  
11 often, that is the easy or the most obvious way of  
12 doing it.

13 That we feel that the elementary panel  
14 is so very important to the child's performance in  
15 the secondary panel, that somehow we have to be  
16 careful that this doesn't somehow get channelled, for  
17 one reason or another. I would just be guessing. But  
18 I think it could happen.

19 MRS. FARR: You are referring to the  
20 grant system, are you?

21 MRS. PRIDDLE: Yes.

22 MRS. FARR: And the spread that we have  
23 now is different for the elementary and secondary?

24 MRS. PRIDDLE: Yes, although the  
25 increase this year was equal, but there is still a  
26 spread and we are saying that this must come closer  
27 together. In doing this we recognize the fact that  
28 there are expenses in the secondary panel which should  
29 be costly, and I am wondering if perhaps you have to  
30 take a look, at let us say, a given Department in a





1 secondary school which has some pretty expensive  
2 equipment in it, and how many children does that  
3 service, and is that training elsewhere available in  
4 the community and does it necessarily have to be  
5 charged there. Can you get this training for the  
6 children somewhere else.

7 THE CHAIRMAN: Were you a bit surprised  
8 when the revised list of priorities came out? I see  
9 you have a low priority on French.

10 MRS. MENEAR: Yes, I was surprised.

11 MRS. PRIDDLE: I think it is because  
12 of where I live. They do not criticize the French  
13 there. It is just that the children live in a --  
14 they go through the performance -- I have lived where  
15 they have it from Kindergarten on, it just doesn't  
16 happen and there is nothing wrong with the teaching,  
17 but the course is just that they speak it for half an  
18 hour and then they go out to an English community and  
19 they don't use it when they are out there.

20 Now parents feel that way. I did have  
21 a personal experience whereby living reasonably close  
22 to Montreal, it was possible, we were in and out of  
23 Montreal fairly often, that one of my own boys I found  
24 when he was immersed there suddenly, got off a bus  
25 from an English community into a French community, it  
26 was awfully easy for him to switch. But this did not  
27 show up when he was home. So it is not uncommon for  
28 the parents to feel he does not speak French.

29 But you have to follow them and place  
30 them in a French community and then see how they get







1 along and then it is amazing to me how quickly that  
2 transfer is made. So I do not criticize the course or  
3 the way it is taught, it can work. But it is not  
4 apparent. The value is not apparent, so I was not a  
5 bit surprised.

Belt 6

6 MRS. MENEAR: I was interested with the  
7 disposal of bus trips because in our educational  
8 activity involvement today, this ranks very high, and  
9 I think -- we have to not necessarily, I don't like  
10 the word selling, but informing about the real  
11 involvement of bus trips which incorporate into the  
12 learning process.

13 In other words, I would look at this  
14 high disposability of bus trips reflects the older  
15 feeling of parents when most of our work trips occurred  
16 in June and they were, you know -- in June we will  
17 have a bus trip -- and somehow this re-orientation needs  
18 to go on so that they will occur in September, October  
19 and November and are part of our process. This I  
20 was really concerned about.

21 MRS. PRIDDLE: Again, it shows the  
22 parent is not apparent. Perhaps that is why.

23 THE CHAIRMAN: Perhaps our reaction to  
24 French is that our generation neither spoke Latin nor  
25 French when they finished High School, although they  
26 spent a great deal of time on it.

27 MRS. MENEAR: Personally I have wondered  
28 about courses, instead of directly teaching the  
29 language, but teaching much more of the culture  
30 environment, much more understanding of the feelings,





1 attitudes, aspirations and things in Quebec as a  
2 stimulus to wanting to know this.

3 MRS. PRIDDLE: The Province of Quebec is  
4 like that.

5 MRS. MENEAR: Well you know it is a fact.

6 THE CHAIRMAN: Time is marching on and  
7 I was just wondering if there was anything that you  
8 would like to add that we have not covered, or something  
9 you would like to say in closing.

10 MRS. MENEAR: We did request an office  
11 for the testing of educational hardware as part of  
12 the National Research Council. We feel there is an  
13 awful lot of technological hardware of all kinds going  
14 into our schools, education is a major enterprise.  
15 We have had many administrators, many people comment  
16 that there is really no impartial information available  
17 to people about the portability, durability -- you  
18 know, of ease of operation of the type of hardware  
19 that is put in, and in 1967, in Ottawa, at a Council  
20 in education, it was indicated to us at that time  
21 that the Research Council might -- well just objective  
22 testing. We would add it to all these things because  
23 we wonder of the basis upon which choices are made  
24 in this day and age.

25 And a lot of money does go into this  
26 thing.

27 MRS. PRIDDLE: It is pretty expensive.

28 MR. KERR: Mrs. Miller, would your  
29 Association welcome letters from individuals of the  
30 Committee in the future, when we have had further





1 time to think about what you presented?

2 MRS. MILLER: We certainly would. And  
3 I think some of the answers to our questionnaire  
4 indicated as well as getting feed-back we need to  
5 pile on a lot of information, so this would fall into  
6 that category. The more direct contacts we have and  
7 inform our people, the better judgments they will be  
8 able to make. I think that would be splendid.

9 THE CHAIRMAN: Mrs. Miller, I think  
10 perhaps since we have a long involved monument to  
11 study, we were terrible frightened when we saw the  
12 Terms of Reference, we are talking now, we analyze  
13 the expenditure of two million dollars, which is not  
14 simple -- there may be other questions that we would  
15 like your views on subsequent to this, as our studies  
16 proceed, and I gather then that you would welcome us  
17 asking your opinion on these subjects.

18 MRS. MILLER: Yes.

19 THE CHAIRMAN: Well Mrs. Miller, Mrs.  
20 Priddle and Mrs. Menear, thank you very much for  
21 being with us today. We enjoyed having you here.  
22 You have been most helpful to us and please express  
23 our thanks to the whole Association for the Brief.

24 Thank you very much.

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27  
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THE CHAIRMAN: Would you like to bring your people over to the table?

Mr. Lamb, I would like to welcome you and would you please introduce your people. We have read your Brief, if you would like to add anything to it, please do so, and then we may have some questions.

MR. LAMB: Mr. Chairman, I would like to introduce Brian Parks our Vice President, our Treasurer, Mr. Kohl, and Alexander Lenan.

THE CHAIRMAN: If you would like to add a little bit about your organization.

MR. LAMB: The Association of Architects is a governing body of the Profession of Architecture in the Province of Ontario and we are very closely involved with the building facilities for educational purposes. It has a long record and a very healthy relationship with the Department of Education in this regard. And when we saw the advertisement, we thought to move in this direction, because we feel there are some misconceptions.

Also, the significance of the building costs in education, as it relates to the total cost of education. For this reason, we thought we would like to present this Brief and help to establish a better relationship.

THE CHAIRMAN: Is there anything, Mr. Lamb, you would care to add to it at the present time or for us for questions?

MR. LAMB: I understand you have







1 read the Brief and I can elaborate more on it, unless  
2 you feel you would like to ask questions.

3 THE CHAIRMAN: Well we would like to ask  
4 questions unless there is something else you want to  
5 elaborate on.

6 MR. LAMB: On page 5 of our Brief, we  
7 have mentioned contractual methods and this is an  
8 area in which we find there has been considerable  
9 grief experienced by a number of people who are in  
10 the building process of school boards, and we as an  
11 Association have prepared for the guidance of people  
12 who are building, a brief outline for methods of  
13 building development, for their direction and guidance,  
14 to help them to assess the advantages and disadvantages  
15 of various methods.

16 We as an Association have also a number  
17 of cases where school boards have been questioning  
18 the costs and we have offered the assistance of our  
19 Association to explain the advantages and disadvantages  
20 and we would like to say we are available at any time.

21 Perhaps I would table that with you,  
22 Mr. Chairman.

23 THE CHAIRMAN: Thank you.

24 Mr. Lamb, in your Brief it says that  
25 over the past few years undue emphasis has been placed  
26 on building costs portion of education budgets, and  
27 you went on to say that the cost of this is running  
28 in the neighbourhood of seven or eight per cent.

29 The information we have is that it is  
30 running about ten. Would you care to elaborate on





1 your first statement?

2 MR. LAMB: Well we have indicated the  
3 information that we had available to us in this Brief,  
4 that we were aware of the building costs that have  
5 exceeded 10 per cent, but we were not aware that the  
6 latest figure was 10 per cent. It is probably more  
7 accurate than the 7 or 8 per cent which we have  
8 mentioned.

9 One of the things that we were trying  
10 to do, one of the common misconceptions is because  
11 buildings are tangible and they relate physically to  
12 the taxpayer, that they are frequently subjected to a  
13 degree of criticism which is disproportionate to the  
14 overall cost of education, and if a 10 per cent figure  
15 is to be used in order to diminish that figure to any  
16 great extent, then the overall building costs -- not  
17 overall building costs, but overall educational costs,  
18 would mean a substantial change in the approach to  
19 a higher method of building schools in order to make  
20 a significant drop in the overall educational budget.

21 MR. KOHL: I wonder, Mr. McEwan, if we  
22 can add to our President's remarks -- is that  
23 acceptable?

24 THE CHAIRMAN: That is fine.

25 MR. KOHL: The point I think that our  
26 President here is trying to make, Mr. McEwan, is this:  
27 That by and large the public feel that the cost of  
28 building is a very, very major aspect of that big  
29 chunk of educational costs that the taxpayer is bearing.  
30 We feel that if we could cut down on the cost of





1 buildings, if it was substantially reduced, the cost  
2 of education would be reduced. What they do not know  
3 is that if they got the buildings for nothing, zero,  
4 that the cost of education would still be 90 per cent  
5 of what it is today, because if the cost of school  
6 building is only 10 per cent of the total cost of  
7 education, if you wiped out the cost and got them for  
8 nothing, if all the builders gave them to you for  
9 nothing, you would still have 90 per cent of the cost.

10 And so the media, the press, and the  
11 politicians and the speakers who go along, leave the  
12 impression if we could only cut down on the cost,  
13 you know, frills on the school building, why, they  
14 don't say it but they imply it, that the taxpayer,  
15 educational tax dollar would be cut in half. They  
16 figure that the building, somehow, you know, rises up  
17 as 50 per cent of the cost of the use of the tax  
18 dollar, the educational tax dollar, which is a lot  
19 of rubbish.

20 So then, therefore, to make the point  
21 abundantly clear, instead of thinking in terms of well  
22 we can cut the cost by 10 per cent, or 2 per cent or  
23 3 per cent, take the position in your study, I would  
24 recommend that as a theoretical approach schools will  
25 cost nothing. Now where do we stand, and we are still  
26 at 90 per cent of our costs, which means you have not  
27 made a very major impact on the cost of education.

28 And of course you are not going to get  
29 the schools for nothing, because you are going to have  
30 buildings and nobody is going to be that charitable







1 as to give them all to you, so it is going to be a  
2 reduction of such a minor order as to indicate that if  
3 you really want to reduce the cost of education, you  
4 better look to something, something that involves much  
5 more in total 10 per cent of the cost of the budget.

6 DR. PHILLIPS: In your Brief you make  
7 the important distinction between the initial costs  
8 and the maintenance and operational costs of the building.

9 I wonder if you would give the Committee  
10 your opinion of the relative weights that have been  
11 attached to those building school buildings in Ontario  
12 over the last 10 or 15 years.

13 MR. LAMB: I don't have accurate figures  
14 on this. This is one of the point we are trying to  
15 get here, is that the choice of materials, the initial  
16 cost is very important as it relates to the maintenance  
17 and life time of that building, and there are moves  
18 afoot to get cheaper and cheaper buildings, and in  
19 fact you are getting less and less quality, and we  
20 want to caution you that this must be determined and  
21 related to your overall life expectancy of the building  
22 as to whether lesser quality that you make it, and end  
23 up with something less than the figure we have indicated  
24 here, \$16 a square foot. That in fact you might be  
25 spending the rest of your budget on continuing that  
26 inferior quality. It is a very serious consideration.

27 MR. LENAN: That point indicated  
28 apparently there are no records that we know of that  
29 are kept, clearly showing what maintenance costs of  
30 school buildings are really. This, we think, is the





1 major fault operating principles of the physical plan,  
2 because for years -- and I will speak from personal  
3 experience -- in a given school board a lot of criteria  
4 for school designs seem to us sometimes have been based  
5 on janitorial advice. You know, rather than on the  
6 needs of the children or what have you, they just build  
7 the schools so it will provide us with - you know, it  
8 will be a low maintenance building and so on.

9                   Nevertheless, when you ask for data on,  
10 you know, what are your maintenance records, what does  
11 the maintenance performance of the building that you  
12 have already got, what is your experience with one kind  
13 of material versus the other, there are no records  
14 that are kept in a way that can be a meaningful source  
15 of information and which the Boards and the design --  
16 can make meaningful decisions -- a specific example --

Belt 7

17                   Experiments in a special way, sort of  
18 school needs to our knowledge, there are no records  
19 kept even though -- one of the criteria was to build  
20 schools which could provide lower maintenance operating  
21 costs. Now 10 years from now no one in this Province  
22 will really know, 20 years from now, whether or not  
23 those schools met that criteria. Whether or not they  
24 are cheaper to maintain and operate.

25                   So the point is there is no Board, to  
26 our knowledge, there is some effort just beginning the  
27 last year or two with the organization, to come to the  
28 Boards, but there is no data available.

29                   MR. KOHL: Another thing that comes up  
30 in this respect and very properly, the public look at







1 school buildings as compared to non-school buildings,  
2 and they draw comparisons between, you know, how we  
3 are building our schools as compared to how we are  
4 building our office buildings, and I am not a tax expert,  
5 but perhaps some of you know about this. But I don't  
6 think you can depreciate your school buildings and  
7 have the benefit of a tax write-off the way we can on  
8 an office building. I do not think that you can get  
9 the tax benefit of having a high maintenance cost,  
10 because it is a total write-off as opposed to a  
11 depreciation of capital, if you have a high capital  
12 cost.

13 So consequently, the state of mind of  
14 building a public building as opposed to building a  
15 private building, where that private building, if it  
16 is well structured financially, can after X number of  
17 years, be depreciated to zero on the books. In other  
18 words, the Queen has paid for the building by virtue  
19 of the tax reliefs given from the tax write-off plus  
20 the fact that the built-in obsolescence is a neat way  
21 of piling up tax-free maintenance operation. Now  
22 that kind of thinking which pervades the minds of wise  
23 investors in the private field, is the kind of thinking  
24 that is coming from people who find fault with school  
25 buildings.

26 We could build schools with a pre-  
27 determined obsolescence period. In other words say,  
28 fine, we will build schools and in 20 years we will  
29 tear them down. Then our approach to building  
30 schools vis-a-vis high maintenance costs or low





1 maintenance costs, high initial costs or low initial  
2 costs, could be sorted out.

3 I would think that it would be fair  
4 to say the public at large expect that when their  
5 money is invested in a public building, that that  
6 building is almost endless in its use. They don't  
7 really contemplate a specific period of demolition,  
8 unless the program changes.

9 I say, therefore, it is impossible to  
10 reconcile the thinking of the private investor, the  
11 private building field with the investor, the public  
12 investor, in the public building field, and that the  
13 statements made by the private sector in respect of  
14 the high cost of school building, are half truths.  
15 The statements that are not totally declaring the full  
16 comparison.

17 It may be that the whole approach is  
18 wrong, maybe what should happen is that school  
19 buildings should be built by the private sector who  
20 can get complete write-offs and who can write off  
21 maintenance expenses, and therefore the public dollar  
22 can benefit in the same way as the private dollar can.  
23 That is fine. If that is the ball game, then set it  
24 up that way, and maybe the private sector will be  
25 delighted to build schools on a lease-back arrangement  
26 with Boards of Education, and then if they fall apart  
27 in 20 years we don't worry about it because that's  
28 their headache, and they don't worry about it because  
29 the depreciation has written it off anyhow.

30 But I think what we have got to do is





1 reconcile some of the basic premises, the one that we  
2 talked about. If we are going to talk about maintenance,  
3 the value of low maintenance materials, high capital  
4 costs, then let's get some statistics. Let's get  
5 the staffs of the Boards of Education to get some  
6 work done and do their homework so that we know what  
7 we are talking about, instead of a lot of fantasy  
8 and generalization which is not statistically  
9 documented.

10 Secondly, let's find out where we are  
11 going tax-wise, whether we want to be, you know, in  
12 competition with the Toronto Dominion Centre, who can  
13 build a building 50 storeys tall and instead of making  
14 it stainless steel like Commerce Court, they make  
15 it exposed steel and it has got to be painted every  
16 five years or something, because they save more money  
17 on the interest than they save on the stainless  
18 steel. And the cost of painting that 50 storey thing  
19 every five years. Because the painting is a complete  
20 write-off, whereas the stainless steel is a  
21 depreciation and these things have to be taken into  
22 consideration.

23 I am sorry, I am the Treasurer of our  
24 Association and I am very sensitive to dollars, and  
25 I think there is a lot of smoke and cloud around the  
26 cost of education.

27 There is one other thing I would like  
28 to say as far as cost of buildings is concerned and  
29 that is that we Architects are the only people in  
30 the educational process who have got to put our money







1 where our mouths are. The educational academic people,  
2 Lord I love them, okay, but they can make a policy on  
3 Monday and then can change it on Tuesday. And when we  
4 pour concrete on Monday, they just don't unpour it on  
5 Tuesday. And so consequently, the commitment, the  
6 commitment in respect of program that the educational  
7 people make, we have to try to put it into steel and  
8 concrete. We and the whole building industry.

9               Whereas the commitment the educator  
10 makes, he makes honestly and thoroughly as being his  
11 opinion in that given time, that has no compunction  
12 whatsoever, in fact it is incumbent upon him he feels  
13 that the next morning to wake up and he has changed  
14 his mind and says so, and there we are with that  
15 building. And I think that it is very important to  
16 recognize that and maybe what we should be doing is  
17 building non-permanent schools. Schools that can  
18 change rapidly as educators change their minds.

19               Maybe we shouldn't be tearing down,  
20 replacing portables with permanent extensions. Maybe  
21 we should be building more portables, maybe we should  
22 be building buildings that allow them to change as  
23               the  
24 quickly as/educator changes his mind and as quickly  
25 as the educator should change his mind in the changing  
26 process of trying to figure out what to do with our  
27 kids, because we sure don't know what to do with them  
28 right now.

28               MR. KERR: Mr. Lamb, would your  
29 Association be in a position to suggest an ideal term  
30 that we should have in mind in the architectural design





1 of schools?

2 MR. LAMB: I don't understand.

3 MR. KERR: What would you consider to  
4 be the number of years, the ideal life time?

5 MR. LAMB: Well I think this goes to a  
6 great deal what Harry was saying. The matter of the  
7 process, the accounting processes, the tax situation  
8 and so on, as to how that would figure in. At that  
9 point we could help you, but perhaps a 20 year period  
10 is unreasonable today to consider a building to be  
11 functional and lasting.

12 MR. LENAN: If I could comment on that.  
13 I think that possibly 50 years or 100 years is a  
14 reasonable length of time too. Again depending on the  
15 rules of the game, but we can in <sup>our</sup> society mankind has  
16 built schools that last for several hundred years.  
17 Parts of the world are full of buildings that last 2,  
18 3, 400 years and are quite suitable today, you know,  
19 with some changes, but nevertheless they work for  
20 rather a varied set of occupancies, and in a very  
21 suitable way.

22 The danger to keep in mind when dealing  
23 with this problem of flexibility, and this is what  
24 we are talking about, you know, usability of building  
25 in long term, how flexible it is to attach itself  
26 into changing circumstances 20 years from now. The  
27 danger - we do not really have the proper understanding  
28 of what constitutes flexibility.

29 To a lot of people, flexibility is, you  
30 know, a partition that you can flick across the room







1 and pull on or off, but very often in school building  
2 designs particularly, the need for flexibility has been  
3 much overrated. Often the demand for a total flexibility  
4 is seldom -- the ability of those who demand total  
5 flexibility to commit themselves to any terms of  
6 reference, so that certainly we can design buildings  
7 which will provide maximum flexibility. But this is  
8 where the cost begins to curve up rather speedily.

9 So it would be incumbent upon both the  
10 Boards and our profession to endeavour to clarify what  
11 do we mean by the term flexibility, flexibility in  
12 terms of what time, what cost, on whose authority.  
13 Just to give you an example, to move that wall - you  
14 know, you may have a need to - you might be able to  
15 convert the space without moving the wall at all.

16 You know, in the minds of the users, in  
17 other words, which is the cheapest flexibility. Then  
18 you might be able to move the wall by the teacher.  
19 Then you might require the janitor, then you might  
20 require the construction crew. You know, maintenance  
21 crew. Then you might require a construction crew, and  
22 all these varying costs and varying terms of time,  
23 but these things are very seldom properly understood  
24 by those who demand flexibility, and we end up with  
25 over-investing in physical client provided for  
26 flexibility which is then not taken advantage of.

27 MRS. FARR: Does it cost more to build  
28 a building, open concept building, than the convention-  
29 al type that we used to build?

30 MR. LAMB: The degree of flexibility





1 is very important. Flexibility is a very expensive  
2 thing. It has to be justified. Very important,  
3 flexibility is justified by people who can't make up  
4 their minds in the first place. And this is what we  
5 want to make very clear in the report. If flexibility  
6 is required from an educational standpoint, then the  
7 movement of space, the larger classes, smaller classes,  
8 convertibility, is an important educational requirement,  
9 then perhaps that flexibility is very well justified.

10 MRS. FARR: But if you built it open-  
11 spaced then the extra cost would come --

12 MR. LAMB: To convert that space --

13 MRS. FARR: To put movable partitions  
14 and so on.

15 MR. LAMB: Possibly.

16 MR. LENAN: I don't think there is  
17 enough information. We can tell you that an open plan  
18 school costs more than a comparable traditional, you  
19 know, so many classroom school. You see the records  
20 are not kept in such a way that they can make  
21 competent professional statements that yes it does,  
22 or no it does not, because with changes to open plan  
23 a number of other things have come into program which  
24 therefore have affected the cost and have affected  
25 the use of those capital and operational costs. There  
26 is no way of telling, but you are zeroing in on a  
27 very important thing and we would be glad to assist  
28 the Department and the Ontario public in devising the  
29 methods whereby we can keep those observations somehow.

30 We can put a man on the moon, we should





1 be able to keep track of construction costs and which  
2 way they go and why they are computed as they are.

Belt 8

3 MR. KERR: Mr. Lenan, you have not said,  
4 but would I be correct in inferring or in saying that  
5 you are inferring that tradition is probably almost as  
6 important as flexibility. That you do not build  
7 tradition in 10 years or even in 20 years.

8 MR. LENAN: If I understand the meaning  
9 in which you use the context of the word tradition  
10 there, I would say yes, because it gives you an idea  
11 of the word tradition. I would say yes, I agree.  
12 Because we cannot disregard what we have known -- just  
13 saying from now we are going to have, you know, total  
14 absolute flexibility as if this were the day one.

15 MR. KOHL: Do you mean traditional in  
16 architect or traditional in educational process?

17 MR. KERR: Well some of the best, some  
18 of the oldest educational institutions, certainly  
19 would not look favourably on buildings that had a  
20 20 year life expectancy.

21 MR. LAMB: Could I come back to that?  
22 When I get back to the question of term, this question  
23 of 20 years -- I think this is very, very dependent  
24 upon the concepts of education that are prevalent at  
25 the time. If the concept of education 10 years from  
26 now is that we want to teach in units of six, then  
27 these open classrooms, open plans and so on would be  
28 obsolete 10 years from now, because they are so spread  
29 open we will have to make cubicles in teaching six.

30 However, if the concept of education 10







1 years from now is that we are going to teach  
2 electronically in groups of 300, well chances are that  
3 the present day facilities are again obsolete. So it  
4 relates very, very much to the suitability of the  
5 facility, suitability to the educational philosophy  
6 that is invoked at the time.

7 Let us face it. That is continually  
8 changing. Let us hope that it will develop further  
9 and improve.

10 Now our problem today is how well can  
11 we envisage what possibly may be required 10 years  
12 from now and I think that will pinpoint somewhat the  
13 degree of flexibility we must build into our  
14 facilities.

15 THE CHAIRMAN: Mr. Lamb. A theoretical  
16 question. What would be the initial capital cost of  
17 a building built for 20 years as against 50? How  
18 much difference in the initial cost?

19 MR. KOHL: Right now the minimum is so  
20 demanding that there is nothing that is going to fall  
21 down in 20 years. There is nothing that is going to  
22 fall down in 50 years virtually. Certain things may  
23 weather a bit because of rain or frost or stain from  
24 the rain and that sort of thing. But the minimum  
25 building standards for low cost housing for that  
26 matter, is 50 years or more.

27 MR. LAMB: From a standpoint of  
28 durability and so on, I agree with Harry. Perhaps  
29 100 years, 200 years may not be out of line. It is  
30 a question as to whether the facility is suitable,





1        suitable to your requirements 20 years from now.

2                        There is an old saying that a hospital  
3        is obsolete before it is built, and the truth of that  
4        matter is the fact that in the planning period, before  
5        a hospital is built up to the time it is completed,  
6        decisions made from day one are possibly, through  
7        technological changes and different concepts, many of  
8        those decisions in fact 5 years later, may have been  
9        incorrect. But who the heck can tell.

10                      When you have to make that decision, as  
11        Harry says, we have to pour the concrete. That decision  
12        is made in concrete. Once the building is actually  
13        completed, that decision may be obsolete.

14                      Now fortunately this does not represent  
15        a large proportion of those decisions, but we have to  
16        grant that there are, very much similar to the  
17        educational system, a decision made today may not in  
18        fact have worked three years from now, and therefore  
19        the facilities provided may be in error. But I think  
20        in order to progress, all of us have to be prepared  
21        to make those decisions for those services.

22                      MR. TROWEL: Mr. Lamb, assuming that  
23        the central factor of time that we are involved with  
24        change, accelerating dynamics -- we are speaking to  
25        the position of your Association, that really we ought  
26        to be looking at that as the key to what we are doing  
27        and planning and saying to ourselves that the frame  
28        of time we are looking at ought to be associated  
29        with what we visualize, changes in the educational  
30        facilities required to be, rather than whether or not







1 a building stands or can be written off or any of  
2 those other factors. And then those other factors  
3 could be re-introduced into it to make it the most  
4 economical possible.

5 MR. LAMB: Yes, and one of the things  
6 I would like to comment here, and perhaps it was not  
7 stated too clearly in our Brief, but I think there has  
8 to be much closer dialogue between our profession  
9 and the educational profession, so that we can, in fact,  
10 to the best of our ability, together forecast what  
11 those needs are going to be, 5 years from now, 10 years  
12 from now. And this is something that our profession  
13 can take some of the blame for.

14 We have not really gone out of our way  
15 to establish that kind of dialogue. We are prepared  
16 to do so.

17 DR. PHILLIPS: You made reference in  
18 your Brief to what you call the casual approach of  
19 the entire educational system, to finding out or  
20 analyzing the functions in operation of the building  
21 users of determining the building needs --

22 Are you referring there to the  
23 communication between the educational authorities  
24 and right down the line to the classroom teacher?

25 MR. LENAN: I'm glad you asked that  
26 question because this is one area that I think should  
27 be strongly emphasized. This is the need for the  
28 programming where you infer this from.

29 Just to give you historical background,  
30 I will comment on the case, which is no longer the





1 case, that 10 or 15 years ago most of our schools  
2 were built where architects were asked by the then  
3 smaller school Board, you know less experienced to  
4 cope with the problem -- you know, when retained they  
5 were sort of given a program of building a school  
6 of an eight room classroom school, or a 10 room class-  
7 room school, you know, and we will have the Principal  
8 and so on, what have you, so go home and do it and  
9 come back, you know, when you have got it done.

10 This dialogue that Mr. Lamb talks about  
11 is practically non-existent, much too much repetition  
12 was done on both parts. This, of course, with the  
13 complexity of the problem, increased by schools being  
14 both larger and educational needs having changed,  
15 this has changed now.

16 We talk a great deal more before -- we  
17 understand each other and the problem a great deal  
18 better now than we understood 10 or 15 years ago,  
19 when we were producing schools that the public wanted.  
20 But nevertheless, we still have a long, long way to  
21 go on that because it does not matter what your  
22 costs were of a given school is, if you end up with  
23 an unsuitable school facility or if you end up with  
24 more school than you really need. Then you have  
25 failed through careful programming action, to determine  
26 not the number of classrooms you need, not the number  
27 of square feet you need, but the total set of  
28 facilities that you need to carry out the educational  
29 program as stated, you know, our profession consists  
30 of people who are problem solvers and if we understand,





1 if we are given a good definition of the problem and  
2 a good statement of what are the activities and methods  
3 and techniques that are going to be used in the building,  
4 we will then design the animal, the environment, the  
5 total setup facilities which will suit the needs.

6 But if we are merely asked, and if we  
7 address ourselves to provide a school for so many  
8 square feet, of so many square feet costing so much,  
9 and no more, whatever the consequences; then the Board  
10 will end up with an inferior product which is quite  
11 obvious. And as long as we do what we do now, and  
12 this is neglect this programming phrase, I am most  
13 interested to find out - you can find out - if there  
14 are School Boards in Ontario that prepare a written  
15 document which defines their objectives, the objectives  
16 of the educational system within which the school  
17 facilities could be built, the population that is  
18 going to occupy the educational methods, techniques  
19 and philosophies that will take place within a  
20 building, and within a site, and within a community  
21 that this school is to operate.

22 And right down the line, you know, all  
23 sorts of criteria which have a strong impact on the  
24 shape, materials, costs and operation of the school.  
25 I understand that they are really doing it in  
26 secondary schools, universities, and that is where  
27 the economy is becoming.

28 MR. LAMB: If I could just add a note,  
29 that is our profession has been under attack for  
30 building school buildings, going over a budget, and







1 there have been Boards who have been somewhat fed up  
2 with this sort of thing, this approach, building another  
3 way perhaps, and they will find that this other way  
4 has been successful and we have found it is not  
5 because they have tried it another way that was the  
6 main reason for a success, it was the fact that in  
7 trying another way they had to sit down and do their  
8 homework and make a program.

9           Once a program has been established  
10 well anyone with knowledge in this direction should  
11 sit down and put it together. Prior to this, very  
12 often, we could stumble on the fact that the program  
13 is not clearly defined and then from a very original  
14 sort of estimate of the budget, we find the criteria  
15 with which we thought we were to design, had completely  
16 changed. Therefore, we have to suffer the  
17 consequences of having a completely different program  
18 and increased results.

19           MR. TROWEL: Does the Association have  
20 any kind of plan or a set of guidelines that it can  
21 supply to people to literally put them in the position  
22 of having to come up with those kinds of objectives  
23 in working with you?

24           MR. LAMB: I don't believe we have  
25 sufficient information to assist you in this way.

26           MR. LENAN: Not an Association.

27           MR. KOHL: As a matter of fact, Mr.  
28 Trowel, on one technique of building, which was  
29 trumped up as being a solution to all ills, and was  
30 then addressed within the educational field at the





1 educational field, at the University level, we did  
2 come up with a set of guidelines in respect to that  
3 particular technique. The technique I am referring to  
4 is the development or proposal method the Ontario  
5 government was using for houses for Senior Citizens  
6 and then the Ontario/Housing Corporation for housing  
7 on campuses, and what our President, Mr. Lamb, has  
8 told you has really proved to be terribly true there,  
9 because there the Universities and I take it you are  
10 only dealing with elementary and secondary, not  
11 Universities, so it is an objective kind of thing  
12 that we could look at and discuss, in that connection.

13 The Universities were notorious for  
14 building students' residences something like \$12,000  
15 per bed and very fine buildings and very attractive  
16 buildings, as you will see in our campus here. We  
17 are then required by the Ontario government to say  
18 how many beds are required, whether it was --

19 I know of what I speak because I have  
20 done three of these, four of them, and they were  
21 required to spell out their program precisely because  
22 the Ontario government was then going to invite --  
23 who were not sophisticated architects, they are rough  
24 and tough builders, you know bank strength rather  
25 than grey flannel suits, and they wanted to know -  
26 what do you want us to build. We will give you a  
27 price. And if you didn't tell them <sup>what you</sup> wanted them to  
28 build, he just would not give you a price. So they  
29 ended up with programs for student residents that were  
30 about 40 pages thick. You know, every single thing







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1 that went on and then these proposals, these programs  
2 were distributed and proposals came into the Ontario  
3 government and selections were made, and contractors  
4 were appointed to build these things, and in the four  
5 cases I am familiar with it really was amazing to  
6 watch these University types, including the users  
7 Committee basically which included students, who would  
8 sit with me in meetings afterwards and say, well I  
9 really did not mean that, I really didn't mean that,  
10 and then the contractor would say - well then you  
11 tell us what you want and you will pay for it. Because  
12 if you want this done and that done well you are going  
13 to have to pay for it.

14 Because this 40 page commitment is like  
15 a marriage contract, multiplied by 10. You know, there  
16 is just no way that anybody could move without paying  
17 for these things.

18 Now this technique, if you like, which  
19 was an attempt to get the private sector of the building  
20 industry to show Universities how to produce residences  
Belt 9 21 cheaply or less expensively is now being looked upon  
22 by School Boards as a way of building elementary and  
23 secondary schools more cheaply and by other government  
24 authorities non-government authorities.

25 The only thing is that none of them, to  
26 my knowledge, have ever begun to set up the research  
27 facilities for writing up programs the way the Ontario  
28 Student Housing and Ontario Housing Corporation have  
29 done. If you go down to Bloor Street you see the

30





1 staff of architects as big as the biggest architectural  
2 firm, you know, nailing every little thing down. If  
3 they could do that then for schools, elementary and  
4 secondary, then there would be a much greater chance  
5 as is set up. And this is the point about the need  
6 for a program, then there would be a much greater  
7 chance of developing buildings that were, you know,  
8 worth the money that you are paying for them instead  
9 of money being poured down the drain for things that  
10 you did not need rather than the dangers/ <sup>of</sup> experimentation  
11 of contractual methods that people look upon from  
12 time to time and is going to solve all our problems,  
13 because we are going to get the private sector in.  
14 If you do that, fine, but you are going to have to  
15 tell them a lot more than the architects were told.

16 Fortunately architects never did, you  
17 know, sit down and say, I can't start drawing until  
18 you people make up your mind. What they have done is  
19 gone along with these things and developed the drawings  
20 with the staff, after they have been appointed. Which  
21 means after the budget has been approved and they  
22 couldn't help but agree with the staff that certain  
23 things would be desirable.

24 And then, when the tenders come in,  
25 they have got a true price on precisely the building  
26 they wanted, having concluded all their programs study,  
27 but not all the building they thought about at the  
28 beginning, because at the beginning they were  
29 fantasizing a building instead of rationally analyzing  
30 a building. And those are extreme terms I am using





1 kind of provocative words and I am sure nobody really  
2 fantasizes an elementary school.

3 But the degree to which there is an  
4 absence of careful, rational analysis, I would say in  
5 terms of psychiatry or psychology, would begin to  
6 approach more the area of fantasy than the area of  
7 rational thinking. It would be more towards that end  
8 of the spectrum than towards the other, because there  
9 are so many voids and so many holes, you know, a hotel  
10 chain wants to build a little hotel, they would do a  
11 market survey on what is going on, why it is going on,  
12 what kind of people are you going to get and what is  
13 needed and what is not needed. Because they have got  
14 to translate it all into a problem, because it is a  
15 profit motivated capitalist society. Fine.

16 If we could get sort of a profit, instead  
17 of in dollars in the educational field, and approach  
18 it with the same technique, I would suggest instead  
19 of using the contractual method of the private sector,  
20 to save money in building schools, start to use the  
21 intellectual methods of the private sector to program  
22 schools. And then go out with your straight tender  
23 call and your competitive bids on a very precise  
24 document, which is based on a very precise program,  
25 and you will get the sharpest prices in the world,  
26 but think about it.

27 THE CHAIRMAN: Mr. Lenan, you mentioned  
28 the best example we have today of programming,  
29 educational program, is at the University level.







1     Could you tell us some examples we might take a look  
2     at?

3                 MR. KOHL:   The Ontario Student Housing  
4     Corporation.

5                 MR. LENAN:   I would say there are much  
6     better programs than the Student Housing Corporation.  
7     I would suggest that you look at the work of Guelph  
8     University. They, I think, produce very good programs  
9     for their projects. I will be glad to deduct some  
10    other material and send you -- an example of documenta-  
11    tion that goes into the program so that there is the  
12    clear understanding of what the need is.

13                THE CHAIRMAN: You are saying the  
14    University of Guelph have developed a system that we  
15    might take a look at.

16                MR. LENAN:   Yes. Now I don't profess  
17    to be particularly knowledgeable of operations at  
18    Universities in Ontario, but I know from information  
19    I have, and from the contact I have had with them,  
20    that they are among the best if not the best in that  
21    regard.

22                THE CHAIRMAN: We are delighted to  
23    hear that.

24                MR. KOHL:   I would not like the Committee  
25    here to take from what Alec said, that they didn't  
26    have -- that the Ontario Student Corporation has not  
27    been looked at. If you hadn't seen those -- but I  
28    have never seen an architectural Commission documented  
29    program-wise as thoroughly as the Ontario Student  
30





1       Housing Corporationn has documented their program. I  
2       have never seen that and I will be delighted, and I  
3       am delighted to hear that Guelph does it. But if they  
4       go to build a three million dollar building they put  
5       out a 40 page book on the size of rooms and the size  
6       of doors and the size of windows. They go so far as  
7       almost be inhibiting to the architect. But that is a  
8       good thing to swing in that direction.

9               MR. LAMB: These are very highly  
10       professionally produced. Not the thing that a clerk  
11       from the Board of Education from some High School will  
12       come up with -- the area you have to recognize with  
13       caution --

14              MR. TROWEL: The area of flexibility  
15       and so on. Is there any way you could say off-hand  
16       what the price would be for the kind of flexibility  
17       you were talking about earlier, would it be, let us  
18       see, take a 20 year kind of plan which issues that as  
19       an example, would it be more expensive, substantially  
20       more expensive, or substantially less expensive, or  
21       about the same to build a building on that basis,  
22       with the materials code and so on?

23              MR. LAMB: Well one example, I deal in  
24       hospital work and we get into the same business of  
25       flexibility. One decision you are always encountered  
26       with is the flexibility of partitions. You have to  
27       move them here, there and everywhere. It is a very  
28       difficult thing to connect the plumbing.

29              In other words, there are movable  
30







1 partitions on the market which are very expensive,  
2 but they can be mounted very easily and they are shifted.  
3 But we have also worked out, in fact, that to put in  
4 a standard type of dry wall, middle partition, as  
5 opposed to a movable partition, to justify the difference  
6 in cost you would have to move that in a 10 year period,  
7 you would have to move a movable partition five times,  
8 to justify the cost of putting in a semi-permanent  
9 partition, than just knocking it out and throwing it  
10 away.

11 Now if you have a very complex building  
12 completely partitioned with these movable walls, you  
13 have to consider moving every one of those five times  
14 in the next 10 year period, to have justified that  
15 cost.

16 Now you put that into the realm of your  
17 thoughts, a school building, and I think you will find  
18 that that kind of relationship can exist.

19 MR. KOHL: In other words, it is better  
20 building the dry wall partition and knocking one or  
21 two out instead of moving them.

22 MR. LAMB: These are factors which have  
23 to be given a great deal of attention.

24 MR. TROWEL: The flexibility cost.

25 MR. LAMB: Yes, but it may be justified.  
26 If it is justified according to your program and your  
27 need, this is going to be an effective way to educate  
28 the kids, then it is worth the expensive. But don't  
29 justify it because we are too darn lazy to decide  
30 what we want tomorrow. This is the point.





1 MR. TROWEL: But in looking at that,  
2 when we look at the cost of buildings being 7, 8, 10  
3 per cent, and it is not an inconsiderable amount of  
4 the total cost, albeit what it is, but in looking at  
5 the kind of flexibility you were just describing, will  
6 it then become 15 per cent or 20 per cent?

7 MR. KOHL: Your change to 20 per cent  
8 would double the cost of the school.

9 MR. LAMB: It would have to be highly  
10 sophisticated. The partitions would have to be  
11 electrically operated and so on.

12 MR. LENAN: Well some schools are  
13 particularly designed to satisfy the rather high  
14 criteria in terms of flexibility and it is very  
15 difficult to get set figures, but at first I think  
16 you will find that the capital cost of school building  
17 does not exceed -- so 10 per cent of that 10 per cent  
18 you were talking about -

19 MR. TROWEL: Is one per cent more.

20 MR. LENAN: Well then is not --

21 MR. TROWEL: So you have got a choice,  
22 whether it is worth 1 per cent or 2 per cent.

23 MR. KOHL: We think there is a fundamental  
24 thing here, it is that the characteristic of the  
25 field of education that uses as a root of no thinking,  
26 the request for flexibility is what we are finding  
27 fault with. We would much rather that you come to the  
28 conclusion, the field of education comes to the  
29 conclusion that they want flexibility, because this is  
30 the program and this is the flexibility that we want





1 available for that program and build in that flexibility.  
2 Not build us a totally flexible building, because we  
3 really don't know how we are going to use it and we  
4 want to be free to literally do anything we want with  
5 it. We want to take the roof off and put the roof on,  
6 move walls in and out, have windows, have no windows,  
7 have steps and have no steps, and so they end up never  
8 getting that total flexibility.

9 We are in favour of flexibility which is  
10 related to a specific program, not flexibility that is  
11 related to a non-program.

12 MR. LENAN: A brief comment on that  
13 subject. It is not enough to build technological  
14 flexibility in school buildings, you also have to  
15 design an organization to administer the flexibility  
16 within an educational system that will permit the user  
17 to take advantage of the flexibility you have provided  
18 him with. Because if you give a teacher an opportunity  
19 to flick the wall open or close it, or convert the  
20 space to something or other, and don't devise the  
21 organization, administrate the system within the  
22 school, within the educational system, so that he  
23 can do it on his own or her own will, but has to  
24 check first with the teacher next door or the  
25 Principal or the School Board, or the Ontario  
26 Department of Education even in some cases, then you  
27 have given him technological flexibility and  
28 capability to do it, but politically administer  
29 organizationally, that is just a myth comparable with  
30 the technological -- that is a serious waste.







1 THE CHAIRMAN: Gentlemen, would you file  
2 with the Committee your fees for school buildings,  
3 and explain to us what services are provided for those  
4 fees, and if you have more recent building costs up  
5 to 1969 than you gave us, would you give that to us?

6 MR. LAMB: Yes.

7 THE CHAIRMAN: One thing that I wanted  
8 to follow up is that you said when we have the  
9 technical and locational agreement with the Federal  
10 Government, this is where the cost should be recovered  
11 100 per cent by the Federal Government or the Provincial  
12 Government, that we build an unreasonably high level  
13 of building quality and equipment standards. Would  
14 you like to elaborate on that statement?

15 MR. LAMB: Well I think I will ask Mr.  
16 Lenan to comment, because I am not related to the  
17 school building, but I like to go into new schools  
18 and see the sophisticated material that is there. I  
19 question very much as to whether the machinery they  
20 will actually end up using on the job will even come  
21 close to the quality of education they have been  
22 trained on. I think it is an important question.  
23 There seems to be a very large area, in fact we are  
24 training our young people to actually deal with  
25 reality when they do get up there.

26 MR. LENAN: Actually I think it is  
27 really concerned with the problem of the state of mind  
28 on the part of those who took advantage of that program.  
29 There is a saying that if it is free and vinegar is  
30 sweet, then you know, so you have the Provincial and





1 Federal Government offer to provide a cash assistance,  
2 to provide Technical and Vocational Schools in  
3 vicinities and very quickly academic parts of the  
4 expanded plan were added to sort of fall under that  
5 program as it relates to Technical and Vocational  
6 programs. So that we, the Ontario public ended up  
7 with having some fast plan in this regard that was  
8 very well equipped.

9 We are not saying that in that program  
10 the money was wasted. We are saying that because of  
11 the way the money was provided, the standards were set  
12 for the communities, higher than they could now provide  
13 or could have provided if they paid from their own  
14 resources. So it is difficult, particularly now when  
15 we have instituted County Boards you will find in the  
16 County that someone in a smaller School Board before,  
17 has gotten a school which is particularly well equipped  
18 and a new school is being built in today's terms and  
19 you know, they tell them now, you can't have it as the  
20 guys on the east side of the Highway, because we built  
21 that under another program.

22 Well that is rather hard to justify to  
23 people whose children are going to go to this new  
24 schools. So that these are dangerous programs. That  
25 is what we are saying.

26 THE CHAIRMAN: Is that primarily the  
27 quality of the building?

28 MR. LENAN: No, the way they were  
29 financed.

30







1 MR. KOHL: Well when you said that, I  
2 wonder what the Committee was getting at here. In our  
3 own Brief when it talks about raise building standards,  
4 and reasonable building standards, which the code is  
5 not now prepared to support, -- now I see what Alex is  
6 saying by this point.

7 What he is trying to say is our normal  
8 method of financing schools does not permit us to  
9 build schools that cost so much, and this particular  
10 program permitted for more expensive schools to be  
11 built and it is misleading or frustrating, if you  
12 like. It is frustrating to the normal school board  
13 to then be faced with an architect who did a school  
14 under this other program, to find out that architect  
15 can't do them as high a quality a school under their  
16 program, because they are not financed the same way.

17 It is the same way that two companies  
18 who are in the same business, cannot afford the same  
19 kind of building from the same architect, when one  
20 company has a million dollars in the bank, the other  
21 company has an overdraft of ten thousand dollars.

22 MR. LAMB: Well, we offer you two  
23 dilemmas. The School Board dilemma is the restriction  
24 of Government. The one case we mentioned is non-  
25 existent and at the other stage we are pretty well in  
26 austerity. The dilemma of the architect, that is the  
27 demand for the verbal use of facilities, particularly as  
28 we get oriented towards community schools, severe  
29 budget cuts. We are asked to build cheaper and faster,  
30





1 or build more. And I would just like to submit that  
2 it takes a little bit more time for the problem.

3 MR. LENAN: I would like to comment on  
4 later, that time is a factor.

5 THE CHAIRMAN: Are you familiar with the  
6 way that program started. The time frame in which they  
7 had to be built?

8 MR. LAMB: Yes.

9 THE CHAIRMAN: Have you any comments on  
10 that? The practical way of approaching a large scale  
11 building program?

12 MR. LENAN: Well possibly more should  
13 have been asked of the local community. The larger  
14 contribution from the local community should have been  
15 expected, rather than 75 per cent or 25 per cent  
16 Provincial support given them -- and possibly one would  
17 not have approached it the way a young couple whose  
18 father-in-law is going to pay for the house approaches  
19 the building of the house. They would have approached  
20 it with a different frame of mind. You know, depending  
21 on what they are asking for and what they are getting  
22 would be different. It would be different.

23 THE CHAIRMAN: I am referring - I remember  
24 that program when it first came out. The schools had  
25 to take advantage, build in a certain period of time,  
26 this is about half the time the Board normally plan --  
27 and to me it looked more like a winter works program  
28 than an educational program. I was just wondering if  
29 you had any thoughts how this could have affected the  
30 cost.





1 MR. LENAN: Well I really didn't want  
2 to make that comment, but I think we will agree with  
3 you that in that case the school construction field  
4 was used as an employment stimulate really by the  
5 Federal Government and they found the vehicle which  
6 filled a very good need, particularly at the time  
7 the public opinion then was such - I think it was  
8 shortly after Sputnik and what have you, we were all  
9 afraid to be left behind technically -- so the need  
10 was there, it filled the need, but it was much too  
11 much as an economic stimulant on the economy and  
12 not necessarily to fill the educational need.

13 MR. LAMB: Mr. Chairman, it may be  
14 suggesting that a winter works program is a valiant  
15 plan --

16 MR. KOHL: I think that architects  
17 shouldn't take the position that --

18 MR. LAMB: I said they were planned  
19 badly and wasteful.

20 MR. KOHL: Well because of the frailties  
21 of our society, they perform a very important function  
22 and although there are disadvantages to them as they  
23 are pointed out here, the advantages are such, on  
24 the other hand, that offset the disadvantages to the  
25 point where our observation is made. We should not  
26 be interpreted as putting down a winter works program  
27 or an increase in employment program. We just wanted  
28 to point out that -- Bay street makes waste.

29 There was another by-product and that  
30







1 is that in a strange kind of way a better building was  
2 built than might normally have been built and this is  
3 the way we are recording it. It makes it a little bit  
4 difficult for us in other respects, but to look back  
5 on it and say we should not have done it as a people  
6 or a society or as a Government, I think that's not  
7 the impression you would to leave. That that building  
8 should never have been built.

9 MR. LAMB: Well we have encouraged the  
10 Government to plan as we encourage the Department.  
11 We have in the past encouraged Government to plan for  
12 such a provision and with very dismal results.

13 MR. KOHL: Really Mr. McEwan, what Mr.  
14 Lamb is getting at, and I see Brian just handed me  
15 this, something else I have to work on --

16 I think that problem of the cycle of  
17 the construction industry and the effect on the economy,  
18 and economy's effect on it, is what we are getting  
19 at here. It is an example of that kind of problem.  
20 It needs longer range planning. I don't think we  
21 should be interpreted as putting down the program,  
22 the type of facility that was built or the type of  
23 employment that was provided. Just that we are  
24 observing in doing it the way it was done, certain  
25 by-products result, have come back to haunt us.

26 THE CHAIRMAN: I gather what you are  
27 saying is that if we had done better planning we  
28 could have lowered the cost and had buildings that  
29 were more suitable.

30 MR. KOHL: That's right. We are coming





1 back to the very same thing. If you do better  
2 planning, do more research, you will save money.  
3 You cannot save money after not planning, and then  
4 suddenly looking for a simple solution, like a new  
5 contractual method by waving a wand or by doing a  
6 crash program. The planning is the only way to be  
7 sure that you know what you want and that you are  
8 going to get what you want and you are going to get  
9 it at the lowest possible price.

10 MR. LAMB: I wouldn't like you to  
11 consider this as criticism directed in one way,  
12 because I think we are doing a fair amount of soul  
13 searching ourselves in the fact that we have not  
14 presented ourselves professionally to that extent  
15 co-operatively. We are doing that now.

16 THE CHAIRMAN: Well then, would you as a  
17 group be prepared to do some of this research yourselves  
18 and recommend to the Boards of the Province how they  
19 could improve -- how they could reduce their costs.

20 MR. LAMB: Yes, but we cannot do it  
21 alone.

22 THE CHAIRMAN: I agree with you there  
23 and I think you are also saying that really the Boards  
24 and Provincial Governments and Federal Government have  
25 put in funds. They have really all been remiss in  
26 this respect.

27 MR. KOHL: That is right. I don't think  
28 there has been enough advantage taken, nor have we  
29 put ourselves forth strongly enough. We have not  
30 been aggressive enough to point out that we are kind







1 of image computers with the further ability to consider  
2 the input and we all know that the computer can only  
3 turn out, the product it turns out is only as good as  
4 the input into it and we can do two things. One, we  
5 can turn out an image from what you put into us, the  
6 educational world puts into us, but we can do better  
7 than that and that is we can almost filter what is  
8 being put in and tell you the results beforehand.

9 And there are many, many building types  
10 that have used the architects as a form of study to  
11 develop programs. So that while they are talking  
12 about the kind of buildings that they think they need,  
13 the architects translate these into diagrams. I can  
14 tell you in a completely different field, I acted in  
15 exactly this function for the Honourable Justice Rocher,  
16 the Canadian Corrections Committee, maximum security  
17 penitentiary for the Federal Government. This was  
18 back in '69 roughly, and today the Federal Government  
19 has put an end to those buildings that they had  
20 embarked upon, where they built two out of the first  
21 20 of their 100 million dollar program and it was  
22 because we went through this process, and proper  
23 processes being followed now.

24 Very often Government in an effort to  
25 solve a program, high rated crime or low rated crime,  
26 high rate of education charges ahead without  
27 sufficient thought and I think what you have got to  
28 do is get your academic people and your economists  
29 and business planners together with the architect  
30 to form some kind of a ministers advisory or Department





1 advisory committee to develop thoughts that can be  
2 tabled and translated into programs which in turn can  
3 be used as a basis for buildings.

4 THE CHAIRMAN: One last question because  
5 the time is getting on. We are examining the last 25  
6 years, perhaps 90 or 95 per cent of all the school  
7 buildings in this Province were built -- how would you  
8 assess the quality in terms of investment that have  
9 been made in the generalized state that the public  
10 have paid the cost, getting good value for their money  
11 or poor value. And do you have any comments on the  
12 quality?

13 MR. LAMB: I think the public has, and  
14 I think they have recorded some of the dollar value,  
15 environmental quality, I think they have been well  
16 served. I think there is certain values which you might  
17 attest individually and personally. Let us say the  
18 little school and the large baseball diamond concept,  
19 whether environment is sensitive to the development  
20 of the child, as some of us would like to see. This  
21 is something we can't really tell you, but it is  
22 something we would like to discuss with you.

23 But I think in general terms in the  
24 last 25 years, the public has been well served.

25 THE CHAIRMAN: Thank you gentlemen.  
26 Would you prepared, if we have other questions that  
27 occur to us later on through our staff, to add to  
28 this?

29 MR. LENAN: I would like to make, if  
30 I may, a couple of other points that might be useful.





1 One deals with time as an element. We have touched on  
2 that, in our discussions here, and it goes directly  
3 to the speed of the process, the design and approval  
4 process that is necessary from the moment the  
5 feasibility, the need for the school is determined  
6 until its opening in September. We find that the  
7 design time, the thinking time is rather an important  
8 time within which major decisions could be made, is  
9 often shrunk unnecessarily and we would encourage you  
10 to look for means which would permit, not an endless  
11 amount of time for this, but that is an area where  
12 economies could be forthcoming.

13 With reference to time, the point that  
14 architects generally enter the school building design  
15 process/<sup>is</sup>much too late, they can enter the process even  
16 before you purchase the site. For a fee they can be  
17 consulted and advised on the suitability of a site  
18 and a number of other decisions which generally are  
19 made before an architect is commissioned and by then  
20 the things that may cost money are already set.

21 The last point that I think is to face  
22 us in the next 25 years is that in the past 25 years  
23 School Boards have generally reacted to the process  
24 of organization when lands are to be developed, either  
25 for a new City or new subdivision, those who build,  
26 developers or what have you, will have laid it on and  
27 said - well here is an acre or two or five, is this  
28 good for the School Board, and generally it is a  
29 piece of land they did not need. If you don't really  
30







1 tie to the total fabric possibly, and the school  
2 generally looked at it and says - well, it is large  
3 enough, it is flat and it is cheap enough, we will buy  
4 it. So they were merely reacting to the urbanization  
5 process.

6 In the next 25 years, cost of education  
7 can be affected very, very much if we devise a means  
8 whereby School Boards - and they are big enough now  
9 that they can have administered to them sort of an  
10 intellectual talent to do it - School Boards should be  
11 made creative partners in this whole urbanization  
12 process. The decisions which will affect the develop-  
13 ment in new Towns, new Cities, and we will build a  
14 number of them - School Boards must be actively  
15 creative and a reactive partner in that process.

16 Now they are not equipped to do that.  
17 They have not suitable staff. They have no planning  
18 staff. They have no talent which can advise them  
19 what to anticipate. But I can just point to you the  
20 area here in Kitchener, anywhere in southwestern  
21 Ontario and billions of dollars will be invested in  
22 large school projects, and unless School Boards are  
23 in there as creative agents now participating in  
24 setting up the rules of the game within which they  
25 will have to build and operate, we will be closing one  
26 door and forget to close the very, very important door.

Belt 11

27 MR. KOHL: There are two or three points  
28 I would like to make before we adjourn, and one is  
29 as follows.

30

The normal procedures for a School Board





Toronto, Ontario  
is

1 / to establish a budget and then to engage an architect  
2 to instruct him to do the work. The normal procedure  
3 of a wise man who is about to build a building is to  
4 engage his architect and work with him in evolving the  
5 very preliminary concepts of the building to see if it  
6 will suit the property, and this may go into Alex's  
7 point about using the architect in the site selection  
8 program and in developing the design that the owner  
9 would like and getting some preliminary estimates on  
10 it.

11 So that when they go to their Treasury  
12 Board or what have you, the Ontario Municipal Board or  
13 what have you and say - we propose to build a school  
14 and this is how much it will cost - that they have some  
15 rational basis in fact to make that request.

16 The normal procedure of setting the  
17 budget first and then calling in the architect  
18 afterwards unfortunately exposes the human frailties  
19 of both parties involved. The one party who has set  
20 the budget insists that that budget must be right,  
21 because that man has committed himself to it in one  
22 way or another to his superior and it could be  
23 embarrassing or damaging for him to be proven wrong.

24 The architect exposes his frailties,  
25 human frailties by saying - well I have been  
26 commissioned to do the school, I have to be sure  
27 this school works. And this thing works both ways.

28 In other words, if the budget is too  
29 high for what is wanted, then they use up all the money  
30 and make the school an unnecessary expense, and if







1 the budget is too low, they go through all kinds of  
2 gymnastics to try to make it fit the budget, and either  
3 they provide an inadequate facility, because they do  
4 not have enough money, or else they go through that  
5 heartbreaking experience of having to come back and  
6 ask for something more than was expropriated for it.

7 And therefore I suggest if you consider  
8 in your deliberations the possibility that again really  
9 the same track I was talking before, that School Boards  
10 and the educational system use architects and  
11 contractors and anything else as wisely as a private  
12 sector would use them, so that you will not be  
13 embarrassed and what have you.

14 That is one of the two points I wanted  
15 to make and I got so excited about that one I forgot  
16 what the other one was.

17 THE CHAIRMAN: Just in closing this off,  
18 as I understand what you are saying, if the Boards of  
19 Education of the Province use your services at an  
20 earlier date, then you could lower their cost, and by  
21 using your services at an earlier date, this would  
22 not cost the Boards any more, because this is included  
23 in your fee.

24 MR. LAMB: We have indicated a number  
25 of areas where we don't have control, and had we  
26 been involved there, and this is part of our basic  
27 service, we perhaps could have contributed better to  
28 the control of the project for the same reason.

29 THE CHAIRMAN: It will not change your  
30





1 fee schedule, the cost of architects to build in the  
2 Province of Ontario?

3 MR. LENAN: This has been there for 25  
4 years except they couldn't ask us what do you think of  
5 this site because they couldn't retain us until pupil  
6 count and all the other things were  
7 satisfied.

8 MR. PARKS: We will send you our  
9 documentation.

10 THE CHAIRMAN: Thank you very much  
11 gentlemen.

12  
13 -----

14  
15 THE CHAIRMAN: Although we are late,  
16 would you mind, gentlemen, if we take a short recess  
17 at this point.

18 --- Short recess.

19  
20  
21  
22  
23  
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Toronto, Ontario

28

1 --- Upon resuming.

2 Organizations & Groups Brief #40

3 URBAN DEVELOPMENT INSTITUTE

4 THE CHAIRMAN: Mr. Switzer, would you  
5 introduce your members?

6 JOHN H. SWITZER: Director of the  
7 Urban Development Institute. On my right is Mr.  
8 Alec Grant, former President of the Institute, and  
9 presently a Director; and on my left is Mr. Somer Rumm,  
10 also a Director of the Institute; and on my extreme  
11 left is Mr. John Elson, Executive Director of the  
12 Institute.

13 THE CHAIRMAN: Gentlemen, we have read  
14 your brief. We just wondered if you would like to  
15 add to it, because we have some questions we would  
16 like to ask you.

17 MR. SWITZER: Yes, Mr. Chairman, in  
18 summary the Institute has recognized there are various  
19 categories in the overall cost of education in the  
20 Province of Ontario, and we have limited our Brief to  
21 two areas, being the acquisition of sites and the  
22 erection thereon of school plant. And we have come  
23 out with various recommendations which we feel are  
24 possible cost saving procedures in these two areas.

25 We have also given consideration as to  
26 what the overall cost of site acquisition is in  
27 comparison to the general cost of education and we  
28 feel it is not as significant perhaps as the public  
29 has been led to believe by the press. And there have  
30 been some occasions where this has been over-emphasized.





1 but we have recommended to you that consideration be  
2 given if site acquisition cost is the main concern, to  
3 think in terms of leasing land to think in terms of  
4 acquiring land five or six years premature of actual  
5 development on the basis of trading lands if and when  
6 specific areas, other areas are required; and with  
7 regard to the physical plant which we learned today  
8 and we had the feeling before of 8 to 10 per cent of  
9 the total cost of education.

10 That if this is a prohibitive cost,  
11 then we could work out various other methods of  
12 reducing that cost, either by way of leasing the  
13 physical facility, mixed uses, merging with Park Boards  
14 in terms of their needs, to have common facilities.

15 One of the main thrusts of our Brief is  
16 suggesting to you in terms of cost of education, that  
17 the Province of Ontario should be more actively  
18 involved in providing money for the cost of acquisition  
19 of sites, that this is the direction this Committee  
20 is going to continue on.

21 We see nothing holy, for example, in  
22 the Board owning land and building, local Boards, but  
23 in the meantime this Committee might feel this  
24 procedure should continue. If it does, then we feel  
25 that the money provided for the acquisition of the  
26 site should be determined by the Province of Ontario.  
27 We feel that taking the Province as a whole, there is  
28 sufficient money available.

29 The problem we have is the conflict  
30 between the grant structure that provides no money,







1 no vehicle for acquisition of sites and the burden on  
2 the local Board of Education is in fact buying; the  
3 Province of Ontario have come out with their Toronto  
4 Centre Region report. They are determining population  
5 patterns and in those areas that they would like to  
6 see and recognize developments, but I am quite sure  
7 the Province is quite capable of making available the  
8 funds for the acquisition of sites.

9 Now you may have some questions.

10 THE CHAIRMAN: Now Mr. Switzer, it is  
11 my understanding that the Government has provided funds  
12 for the acquisition of sites. Is that correct?

13 MR. SWITZER: Under the grant system?

14 DR. MCCARTHY: Yes, that is right.

15 MR. SWITZER: The problem of the grant  
16 system, as we recognize it, the officials of the  
17 Department of Education say the grant system is more  
18 than adequate for the needs of the local Board, but as  
19 we recognize the grant system, we feel it has short-  
20 comings in as much as it in fact is planning by  
21 assessment, although the Department Provincially says  
22 this is not so.

23 We will give you one example. It may be  
24 that because of the existing strength of the  
25 Municipality, the grant system from the Province of  
26 Ontario will only provide 30 per cent of the dollars  
27 required by a local Board, to acquire land and build  
28 a building. Especially to build a building.

29 On the other hand it may be that that  
30 local Municipality has not got the credit sufficient





1 to build that particular building, as well as other  
2 buildings, by way of borrowing. We have found this  
3 in many cases where thusly the Board of Education has been  
4 approached by a Municipality saying - we want to develop  
5 this area, it is in line with the Provincial require-  
6 ments or desires of the population pattern, can we have  
7 your approval with regard to your building to finance,  
8 and in many cases the Board says fine. We can provide  
9 one school in that District or that area, but we  
10 cannot provide any more this year.

11 Now in many cases that then interferes  
12 with the planning process and the development process  
13 because the planners may desire to have a very heavy  
14 densely populated area in that location. They may have  
15 decided to do so because the Province has, for example,  
16 adopted a principle of transportation. They would like  
17 to de-emphasize the motor vehicle and emphasize the  
18 subway. Therefore, around a subway location you would  
19 like to have heavy densely populated area, but for the  
20 release of that plan or that community today, requires  
21 X number of school sites, and it may be the Municipality  
22 just is not able to bear it.

23 The Province as a whole is quite capable  
24 of bearing it. The other alternative that has been  
25 suggested, is the imposition of a levy and we recognize  
26 or feel that this isn't actually the answer, and as  
27 we have stated in our brief, we feel this will work  
28 as a hardship to a person moving into that community,  
29 as well as take away and mitigate the Provincial  
30 desires for growth.





1 DR. PHILLIPS: I would like to comment  
2 on the second part, paragraph(3) in your Brief: The  
3 statement is - A high per-pupil assessment in an  
4 area does not mean for example, that its taxpayers  
5 have any greater ability to pay for the capital and  
6 operating costs, etc.

7 I wonder if you could just elaborate on  
8 that.

Belt 12

9 MR. SWITZER: Yes, this is elaborated on  
10 page 4 of our Brief, whereby we try in detail to go  
11 into the grant structure, how in many cases it works.  
12 Simply because an area has a high assessment per pupil  
13 it does not necessarily follow that the area, or  
14 municipality, or the ratepayers, are more able to  
15 provide the necessary educational plant.

16 The next paragraph following.

17 MR. ELSON: I think what we see in the  
18 field is basically in areas of high assessment, also  
19 because of school costs you are definitely seeing the  
20 continuation of the planning by assessment, so that  
21 there is a short -- the municipality is unable to  
22 permit lower cost housing to go in that we are  
23 talking about. They are trying to find means  
24 constantly of raising extra funds through levy  
25 systems for school site acquisitions or through  
26 ensuring that the assessed value of any particular  
27 unit is such that it will generate the necessary  
28 revenues to a municipality to ensure that they can  
29 meet the financial obligations, or the development  
30 form is such that it does not bring children into







1 the municipality.

2 So that this is where you see examples  
3 that the method of allocating capital dollars does  
4 not necessarily work when it comes to planning really,  
5 at  
6 and I think ~~the~~ tail end of the architects meeting,  
7 it was suggested that the educational people should be  
8 more in planning.

9 We are concerned basically at the moment  
10 it appears that the educational system and the method  
11 of allocating financial dollars under that is such  
12 that it really mitigates some of the planning principles  
13 that we are being told to follow.

14 THE CHAIRMAN: I am glad you noticed  
15 because your opinion here is diametrically opposed.  
16 They say Boards should be much more involved and you  
17 are saying that they should take a passive role. And  
18 just supply a service like sewers.

19 MR. ELSON: We take a view that  
20 education absorbs -- you know the environment and so  
21 on, you need for that. And we should specify that  
22 and it is up to the planners and the developers to  
23 integrate to your specifications, facilities into the  
24 system. But your system should not dictate to us  
25 how we plan and develop.

26 MR. RUMM: I think the point is made it  
27 is not a matter that some of the municipalities, in  
28 particular those with high assessment, are unable to  
29 provide the educational facilities. In some cases,  
30 in many cases, they are unwilling, as I understand  
the grant system - the higher assessment of an area





1 allows them to borrow more money in order to provide  
2 the necessary facilities. That is to borrow the short  
3 fall between grant and the cash required. But that  
4 doesn't mean that they are willing to borrow as much  
5 money as they are able to borrow. Quite often they  
6 have a people problem, they do not wish to raise the  
7 mill rate or the taxes in the area, and therefore they  
8 hold back on development. Both physical problems  
9 and one might say --

10 MR. ELSON: But the rate of taxes reflect  
11 that.

12 MR. SWITZER: There is no question,  
13 Mr. Chairman, that we have seen time and time again,  
14 that the Province of Ontario has enunciated growth  
15 in population patterns particularly the municipality  
16 has enunciated land uses and yet the implementation  
17 of those uses have been frustrated by local Boards.

18 Now there is no criticism meant of  
19 the local Boards in this respect, because they have  
20 a certain budget wherein they have to work. But if  
21 this was, if the local Board was charged with the  
22 responsibility solely of administering and being  
23 involved in the quality of education, and were not  
24 involved in the financial structure, this would take  
25 them completely out of their area.

26 We have a situation now where the  
27 Ontario Municipal Board, which is allegedly to interpret  
28 the policy of the Government in terms of budgets for  
29 municipalities, but this is not very effective.  
30 Certainly it has not been up to now. I guess because







1 the Province has, until recently, enunciated policy.  
2 But I think from now on we are in a very good  
3 position wherein the Province has said, this is  
4 certain areas we are in, we want to see the population  
5 growth in the next 25 years.

6 There are certain areas they have  
7 emphasized they want to see greater growth than in  
8 others. The Province now would say fine, there are X  
9 number of children for every year in the Province of  
10 Ontario to be educated. It doesn't matter where they  
11 are dispersed they have got to be educated, and there  
12 is X number of dollars available for their education,  
13 and we will then approve the opening of certain areas  
14 and not others. I mean, you in the municipality have  
15 done all you can and you have worked together and you  
16 the Board, you are now geared to provide the quality  
17 and the administration of the educational system in  
18 that municipality. We will provide the money, because  
19 there are X number of dollars raised by the Province  
20 annually for education needs.

21 It has been a frustration to the  
22 Province, I am sure, to see, just a very simple example  
23 we will take -- in the municipality outside the Metro  
24 area, a small municipality, a developer goes there  
25 and develops a community, it is geared to low-cost  
26 housing and it is providing homes for people at less  
27 than the price they paid in the Metro area. The  
28 municipality can afford to support that community  
29 because they will get 90 per cent grant perhaps from  
30 the Province of Ontario for education purposes. It





1 frustrates the Province of Ontario, however, as a  
2 matter of policy, because it is then that more  
3 congestion is on the highway, because they are driving  
4 from that community into Toronto, and it is creating  
5 a sprawl which they are trying to discourage.

6 I would think that the Province should  
7 recognize that if they have population patterns that  
8 they want to see, visualize in the future, and if  
9 local municipalities have in the light of these  
10 population policies, enunciated good planning principles  
11 in development policies. And the official plans have  
12 been released, then I think the local Boards of  
13 Education should not be hampered from allowing develop-  
14 ment to take place wherever it is necessary.

15 MR. ELSON: It comes back principally to  
16 co-ordination. It is extremely important that things  
17 should be co-ordinated through a common goal, certain  
18 formulas that are established for one purpose contrary  
19 to others and I think this is basically one of the  
20 major thrusts that we have tried to make, is the  
21 need for co-operation in the activities, definition  
22 of the objectives and needs, and we all work to the  
23 same end. And that the formulas and allocations of  
24 dollars be based on those planning objectives.

25 But the Department of Education cannot  
26 reasonably expect it to be in a position to do the  
27 planning for all the Province, nor can the Boards of  
28 Education be in the position to do the planning in  
29 the municipalities. But yet they are in the business  
30 of providing education and administering plans, so





1 that it really should be their concern and that plan  
2 should be determined by Provincial objectives or  
3 Regional objectives, as the case may be. Hopefully  
4 then the dollars will flow according to need not  
5 according to --

6 MRS. FARR: Some of the problems<sup>are</sup> that  
7 the Boards have space for the students somewhere else.  
8 Is that connected to your problem at all.

9 MR. ELSON: I think the only place we  
10 see that happening is<sup>in</sup> some of the older communities  
11 you run into the aging of population. We know and  
12 I am sure you know there are schools in that area  
13 where capacity 20 years ago that are significantly  
14 less than capacity and the children are out in the  
15 suburban and small community fringe, and theoretically  
16 they follow the same cycles. But you do have  
17 capacity in some areas and children in other areas,  
18 and we have touched on the problem of providing  
19 flexibility in the plan as well, so we feel that there  
20 are some newer concepts and approaches which should  
21 be used in the provision of plans which would save  
22 you money over the long term, in that it might be  
23 a school today, tomorrow it would be office space or  
24 whatever else.

25 So you take it as a use until such time  
26 that there is no further need for that use, but if  
27 you build it solely for the use as a school and plan  
28 it accordingly, then you get into problems down the  
29 road, as far as flexibility is concerned.







1 We think there are a number of things  
2 that could be done in the sharing of facilities and the  
3 mixture of buildings and so on, and shared use of  
4 land; where as a result of planning we could realize  
5 substantial savings.

6 MRS. FARR: Are you thinking that  
7 wherever there is a new development there should be a  
8 school?

9 MR. ELSON: I think it depends on the  
10 number of children. Our planning system is such that  
11 it often predicts that there will be X number of  
12 children of given ages, given needs in certain types  
13 of communities. And we see it another way because  
14 we often see criteria that say, for example, if you  
15 are building an apartment building, you will have so  
16 many one-bedroom units, so many twos, so many threes,  
17 you can't have any Town housing but you can have some  
18 family.

19 Now it comes back they are figuring there  
20 are going to be so many children per bedroom. They  
21 design their schools based on the number of children  
22 they expect the housing will produce, that will give  
23 an age bracket, so they cut back the number of bedrooms,  
24 they control the number of children. This is the way  
25 it is done. We have seen some very interesting things  
26 happen where really if we were in the business of  
27 trying to plan a community with a balanced population  
28 for families and so on, we should be able to plan that  
29 based on need, and the school then should be provided  
30 regardless of whether there are 100 children or 600





1 children.

2 DR. PHILLIPS: If there were empty spaces  
3 in schools adjacent, schools that could be reached by  
4 say bus, if not too long distance, would you still  
5 expect this to happen?

6 MR. ELSON: We are not in the educational  
7 business. I would not want to get into an argument  
8 whether or not bussing is good or bad. What we are  
9 concerned about is basically the cost it imposes on  
10 new development, so that existing facilities could be  
11 used. The cost, say, of new development then I don't  
12 imagine there would be any of us who would take  
13 exception to that.

14 MR. SWITZER: It is very frustrating,  
15 I am sure, for any municipality to want to release an  
16 area and yet their whole planning, if you talk to one  
17 of their key planners, or Director of planners, he will  
18 tell you that this planning is done on the basis of  
19 schools. He will tell you that his population controls  
20 are based really on the per-pupil that is going to be  
21 created in that community, because he knows that when  
22 the chips are down his whole planning process stands  
23 or falls on whether the educational facilities can be  
24 provided.

25 That is a preposterous way to plan a  
26 community.

27 THE CHAIRMAN: My own experience with  
28 Boards -- very seldom have they gone into the planning  
29 process of municipalities that have the kind of power  
30 you are talking about.







1 MR. RUMM: I can show you instances where  
2 we have communications with the Department of  
3 Municipal Affairs which states quite emphatically that  
4 the development will not be allowed to proceed until  
5 the Board of Education agree in writing to the Department  
6 of Municipal Affairs that schools will be there in time  
7 for the children.

8 It is completely the reverse today. They  
9 can and do stop the planning and the accommodation of  
10 people process until they are ready -- and I have  
11 had other areas in which the number of units that can  
12 be built in the community are restricted to so many  
13 units per year because that is all the School Boards  
14 can accommodate.

15 MR. ELSON: We have seen this too where  
16 approved plans for zoning have been downgraded  
17 because for example Ontario Housing Corporation has  
18 come in with development which brings in generally  
19 more children than private development would. And  
20 they have taken the land held by private development  
21 in the same area and say well we can only accommodate  
22 X number of children in the municipality, so we will  
23 cut back on your bedrooms because of the number of  
24 children that have come in on the other side of the  
25 line.

Bolt 13 26 It shows up in many diverse ways that  
27 Mr. Switzer mentioned earlier, there are a number of  
28 children in the Province that require education and  
29 we can't make them go away by stopping the bedrooms.

30





1 We just shift them around the Province. This is really  
2 our concern.

3 MR. RUMM: Just in answer to your  
4 question/<sup>Doctor</sup> about the bussing. We have been told,  
5 or at least I have personally been told by a number  
6 of Boards that bussing is definitely out because it  
7 is too expensive and therefore we have always been  
8 under the impression that any suggestion on our part  
9 that they do bus to places where there is accommodation  
10 -- that is just not going to be accepted in the  
11 planning process.

12 And I personally see nothing wrong with  
13 bussing, particular in the County system where you can  
14 now move your lines around as you go from any area.

15 DR. PHILLIPS: I just wanted to refer to  
16 the Brief again, the paragraph at the bottom of page 6,  
17 when you referred to the needless duplication of  
18 facilities, you say it results in many instances in  
19 local Boards of Education, private developers and  
20 municipalities resulting in doubling, sometimes  
21 tripling capital costs.

22 Now this seems to be a very serious  
23 matter and I wonder if you can elaborate on it.

24 MR. RUMM: Well we have a situation,  
25 we are working on a development today, wherein the  
26 land alone we had been asked to provide land for a  
27 Senior school, a Junior school and two public schools,  
28 which amounts to some, close to 30 acres of land plus  
29 a park, a community park which is 7 or 8 acres. We  
30 are talking about 17 acres of park, but none of the





1     Boards involved, that is the Separate or the Public  
2     or the Park Board will get together to utilize the  
3     30 acres of land so that in order to reduce the amount  
4     of land required.

5                 Now it is true that the Public School  
6     Boards have gone from 7 acres requirement to I believe  
7     it is 6, because they are beside the park, but it  
8     just seems to us an unusual amount of land we are  
9     going to have for schools there, plus a park, and  
10    fully almost 20 per cent of the land area developed  
11    is going into schools and park, which we think is just  
12    a complete duplication of that one item, land.

13                Now as to the building duplication, I  
14    am sure that there are many ways in which those  
15    buildings could share facilities, because they are  
16    literally right next door to each other.

17                MR. SWITZER: Also, Mr. Chairman, we  
18    have many instances, because of public demand,  
19    apartments are putting in full facilities, recreational  
20    centres, etc. You will go into one area, for example,  
21    and we may find that with three apartment complexes  
22    side by side, we have three recreational facilities.

23                Down the street we have a High School  
24    with its complete recreational facilities and very  
25    shortly, or near there, we have a park with its  
26    recreational facilities. Surely, we have reached  
27    the time now where the community should function  
28    together and we can provide one community facility --  
29    facilities for one community.  
30







1                   This duplication by the Board and Parks,  
2                   which are just two examples, as well as recognizing  
3                   the private sectors providing the same thing for their  
4                   own communities, seems a lack of dialogue between  
5                   various levels of Government and the private sector.

6                   I would be amazed, to determine to find  
7                   out how many swimming pools there are in the City of  
8                   Toronto today in private apartments.

9                   MR. ELSON: I think when we mentioned  
10                  too, if you approach it with an open mind, there may  
11                  be means through leasing concepts and so on that we  
12                  can avoid doubling, tripling of investment, because  
13                  we also find that in many of the facilities that we  
14                  are providing privately, say the demand is for a  
15                  swimming pool in an apartment building, which is usually  
16                  the evening or weekend and during the day you could  
17                  fire a cannon in and will not hurt anybody.

18                  By the same token you may have a pool  
19                  in an adjacent school which is used during the day  
20                  and when the evening comes then it may be used as well.  
21                  But there is no reason why we couldn't double up in  
22                  that and use a single pool for both purposes.

23                  THE CHAIRMAN: Well do you think the  
24                  people in the apartments would mind having school  
25                  children in?

26                  MR. SWITZER: We have tested it with  
27                  nurseries and there was no objection.

28                  MR. ELSON: It also depends how it is  
29                  handled as well. Many complexes have two, three,  
30                  four, five buildings leading on a single recreational





1 complex which they move to, it may be attached to  
2 through an underground garage or something like that.  
3 But that facility could quite easily be shared with  
4 the schools, for example, as part of the same complex.

5 MR. SWITZER: Mr. Chairman, we would  
6 actually like to ask this Committee a question as to  
7 why there is such an emphasis on ownership.

8 THE CHAIRMAN: Well we don't know. We  
9 are just a group of citizens asking these questions  
10 ourselves. What are your thoughts on this. Is there  
11 a cheaper, better way of doing the thing?

12 MR. SWITZER: Well we have suggested  
13 in our Brief that many local developers can be  
14 prepared to provide these facilities on a lease basis  
15 on the land itself, or land and building as was  
16 mentioned earlier. We have many benefits that we as  
17 a private sector can take advantage of, such as  
18 capital cost allowance and depreciation. All of  
19 which your local Boards do not have. We could lease  
20 a building to you, according to your standards, at a  
21 certain rent per annum, and it could work out quite  
22 economical for us because then we could depreciate  
23 that building, and we can expend the maintenance --

24 THE CHAIRMAN: Well let's take a look  
25 at it from a purely social viewpoint. If you take  
26 it as a cost allowance, this increases taxation and  
27 therefore the money that is available for all things  
28 and public needs -- is that a good idea?

29 By leasing, or having, - let's say you  
30 build a building and you depreciate it, this reduces







1 your taxes that go into the public treasury to pay for  
2 the service in the first place -- would society be any  
3 further ahead by this?

4 MR. SWITZER: The point is the building,  
5 if we do not own the building, then we do not pay any  
6 taxes on that property anyway.

7 THE CHAIRMAN: Well you are proposing  
8 that you own the building and lease it to the Board  
9 and therefore you can decrease the building 5 per cent  
10 per year and you can charge all your maintenance  
11 costs --

12 MR. SWITZER: Well the Province is in  
13 no different a position is it. Either they do or they  
14 don't. They lease the building, the developer doesn't  
15 pay as much tax because he can depreciate, but if they  
16 own the building the Province still doesn't collect  
17 any tax because they own the building.

18 In other words, I don't see any way  
19 where the profit - taking the Province as a whole is  
20 in any worse position than it was before, in fact it  
21 has got to be in a better position. I mean, if the  
22 Province of Ontario owns the building the Board of  
23 Education is not going to collect any tax from it.

24 THE CHAIRMAN: That's true.

25 MR. SWITZER: If the developer owns the  
26 building and leases it to the Province, the Province  
27 has got to be in a better position as they will collect  
28 some taxes, some tax eventually, maybe not as much as  
29 an office building, but some.

30 THE CHAIRMAN: It seems to me the





1 Province would pay half the building and still end up  
2 not owning it by your suggestion.

3 MR. RUMM: Certainly as a temporary  
4 measure in times of shortage of cash on the part of  
5 the Province, where developers would have to build a  
6 building for other purposes, as an example where a  
7 Shopping Centre is eventually going to be built, but  
8 cannot be built until the population is much heavier  
9 than say the first two or three years of the  
10 development, the developer could put up a building  
11 that would at some future date be reconverted into a  
12 Shopping Centre or whatever he wants. He then could  
13 lease that building to the Province for a short time  
14 and only recently the Province has started to lease  
15 temporary accommodations. The developer could lease  
16 the building to the local Board and on the profit that  
17 he made, he would be paying tax which would in two  
18 ways filter back. No. 1, there would be a municipal  
19 tax charge because it was a private building, and No. 2,  
20 part of the dollars would filter back through Income  
21 Tax paid, but I think certainly on a temporary basis  
22 there is a lot of merit in looking to the leasing  
23 abilities by local Boards until such time as the  
24 population, the number of children in an area are  
25 determined, and they know exactly what they will have  
26 to build and this would, in some way, mesh in with  
27 the bussing situation, that you were describing.

28 DR. PHILLIPS: Do you know of any  
29 example anywhere of such leasing arrangement?

30 MR. RUMM: Well I can tell you that





1 these new Colleges, Community Colleges, have been  
2 leasing. They lease, as a matter of fact, from us  
3 in a Shopping Centre in Barrie, and I can give you  
4 examples where we have offer<sup>-ed</sup>/to lease to Municipal  
5 County Boards because they do not have the accommodation  
6 but they would not take us up on it.

7 MR. GRANT: There actually is one, Mr.  
8 Chairman, and you Dr. Phillips, I believe prior to  
9 the Humber Community College is leasing a building on  
10 the north Service Road of the Queen Elizabeth. And  
11 the developer is quite happy about it because he has  
12 a certain lease on it but it is the type of a building  
13 that could be converted to an industrial building, if  
14 the educational load decreased.

15 DR. PHILLIPS: Well it is not uncommon  
16 with the Community Colleges or the Universities, it  
17 is a different situation.

18 MR. GRANT: It all goes back to the  
19 flexibility of the design you are talking about,  
20 whether you can actually have an extensive lease, or  
21 whether this mechanism would be a means of offsetting  
22 the inbalancing of student population by generation.  
23 You had quite a discussion here with a previous  
24 delegate about the term that a school is necessary for,  
25 but through this mechanism of leasing from the  
26 private industry to an extent may be some method of  
27 being able to accommodate that situation.

28 We just felt it could be a saving in the  
29 end, and I think it is worthy of exploration in your  
30 deliberations of cost cutting techniques, if that is







1 really what your terms of reference are.

2 MR. RUMM: It seems the saving would  
3 come in that area, where one has to rush into making  
4 a plan to accommodate a group of people who are not  
5 yet really definitive. You may, in the first two or  
6 three years of its development, build a school that  
7 might be much too large for the population.

8 If you could lease accommodation earlier  
9 or bus until you know from experience what is going  
10 to be required, in that area, it might be of benefit  
11 both to the Boards and certainly would be a benefit  
12 to the development industry if their plans would not  
13 be held back until such time as the numbers are known.

14 MR. ELSON: Interesting too, I just had  
15 a bulletin from Statistics Canada today that shows a  
16 substantial decrease in the population under nine years  
17 of age. The national figure is going down.

18 But again, one of the advantages to the  
19 lease arrangement -- what requirements the Department  
20 of Education has is this transitional use; uses the  
21 school maybe for 20 years but if there is space in  
22 another facility the ultimate objective is convert it  
23 to another use when the need for schools has declined  
24 in an area. And the same thing could lend itself  
25 to the condominium concept. There is no reason why  
26 the School Board could not own one or two storeys,  
27 or something in a building, or own part of a Shopping  
28 Centre, or something like this, or have a part  
29 interest in a recreational centre.

30 There is a number of ways it could be





1 done, lease is one of it, and you could also purchase  
2 part of it through condominium, although I am not sure  
3 at this point whether it lends itself to that, but  
4 there is no reason why it could not be adjusted to  
5 this.

Belt 14

6 MR. ELSON: Oneother aspect comes to my  
7 mind for the aspect of bussing. If there is a violent  
8 objection to bussing it has always been amazing to me  
9 that the High Schools should require to have their  
10 recreational facilities outside their front door,  
11 because it is a very expensive land, fully serviced  
12 land, this running track and football field is located  
13 on very expensive land in the Metropolitan Toronto  
14 area. And for the same kind of values you have got  
15 there, they could be up in the country somewhere and  
16 wind up with six football fields and not just one,  
17 possibly have greater pupil participation, but that  
18 would involve bussing of the pupils and that is done  
19 quite normally in Europe. Not saying because it is  
20 done there it is necessarily right, but from an  
21 economic point of view, we must realize that there  
22 are so many acres of land occupied for recreational  
23 facilities which are fully serviced, sewers, water  
24 mains, everything, that there may be some saving in  
25 cost if the financial arrangements of the Boards were  
26 such that they could make these prior purchases in  
27 much cheaper land.

28 And we cannot over-emphasize this aspect  
29 because we feel if they have the facility to buy  
30 certain acreages in pre-designated spots, when develop-







1 ment got to that point, it would not necessarily be  
2 in the right location, but in a first class position  
3 to then trade with the industry and that was done to  
4 some extent by the Separate School Board; the only  
5 one I am familiar with was in the Borough of Scarborough  
6 where the Separate School Board were away out ahead  
7 of development and they actually did very well  
8 financially out of that.

9 THE CHAIRMAN: I think the Kitchener  
10 School Board too.

11 MR. GRANT: Yes.

12 THE CHAIRMAN: Getting back to taxation  
13 and so on, how could the use of land possibly reduce  
14 the cost of education, because you do not depreciate  
15 land.

16 MR. GRANT: That is a very good point.

17 MR. SWITZER: The only reason we raised  
18 it is if the initial impact requiring land was  
19 significant on the local Board, and we felt that here  
20 was a method, either temporary or long range, whereby  
21 they could achieve the same end for much less cost.

22 That is instead of putting out a hundred  
23 dollar bill -- whereby the Board says we can't afford  
24 it today, so we will give you 8 per cent on its value  
25 so we only have a small cash flow for the next five  
26 years and we will buy it when we are in a position to  
27 buy it at a fixed price -- we just saw this as one  
28 method of accommodating a local Board to achieve the  
29 end -- I know it wants to achieve but it is frustrated.





1 MR. ELSON: It's similar to the old  
2 local improvement. The front end loading and  
3 servicing cost, everything is prepaid. If you buy a  
4 house you have to pay for all your services immediately  
5 where 20 years ago, on the local improvements, you  
6 paid for it over 10 or 15 years -- this makes it a  
7 little easier for the individual, and I think the  
8 other thing would be the transition of use.

9 In other words, if land was used for  
10 a school for 20 years it could well be that down the  
11 pipe, the developer used the opportunity to put that  
12 land to a better and higher use which, of course, the  
13 School Board knows as well. And forced to sell it now  
14 they may demand a premium price, but at least it gets  
15 a set of values.

16 THE CHAIRMAN: Gentlemen, on page 7,  
17 under Standards of Planning and Construction, could  
18 you elaborate on this and give us an example?

19 MR. SWITZER: We only had one example,  
20 Mr. Chairman. One of our members asked the question,  
21 for example we are not architects and there must be  
22 many more -- one example we had was why a 10 foot  
23 ceiling height in schools?

24 THE CHAIRMAN: Which school?

25 MR. SWITZER: Any school. We have a  
26 minimum requirement for a 10 foot ceiling. Why not 8?

27 MR. GRANT: Further example actually,  
28 my company was involved in the experience of building  
29 a school, the only experience of building a school;  
30 this touches on the remarks of architects and I wholly





1 support their appeal that there should be more pre-  
2 planning done in the design, but during the construction  
3 of this school which was a High School - and it turned  
4 out to be a very nice school - but the number of  
5 changes that took place, we naturally kept very  
6 detailed records of the changes, and there was more  
7 red pencil on the drawings at the end of the job than  
8 the black pencil marks.

9 The tiles for the murals in the school  
10 were imported from France, all this kind of thing.  
11 So I have some sympathy for this remark here. I have  
12 had some experience.

13 THE CHAIRMAN: What school was that?

14 MR. GRANT: I would not name it.

15 MR. RUMM: I think it is obvious to us --

16 MR. GRANT: Within Metropolitan Toronto  
17 Mr. Chairman.

18 THE CHAIRMAN: Thank you.

19 MR. RUMM: I think it is obvious to us,  
20 developers who are located in different areas, that  
21 the quality of school design and construction varies  
22 greatly from area to area. Some buildings, very simple,  
23 very plan, very efficient. Other buildings are  
24 elaborate and obviously expensive to our eyes, being  
25 associated with the industry, pretty well at a glance,  
26 you can figure out whether a school has had a large  
27 budget or a very small budget.

28 This is something we cannot understand  
29 in terms of who sets the objective and why do some  
30 places have larger budgets, more elaborate buildings.







1 MR. ELSON: I think the architects in  
2 their presentation applied to the conception of  
3 recovery that private enterprise builds a building  
4 to fall down in 20 years, 50 years, it depends on  
5 what business you are in, and subsequently indicated  
6 they are all built to the same standard structure.  
7 So the fact of the matter is they are built to the  
8 same standard structure, and I think that when you come  
9 to things like gold-plating often is a question of  
10 what sort of interior finishing and so on you use,  
11 that are not necessary to the structural integrity  
12 of the building in any way, shape or form. It is the  
13 matter of finish, architectural effects and so on,  
14 which can be very nice in appearance but can be  
15 extremely costly.

16 These are some of the things that  
17 basically we did not want to get into a detailed  
18 discussion on standards, because I think basically we  
19 were concerned about the planning, financing aspects  
20 of the thing, and the implication of the entire  
21 process for the development industry and some of the  
22 frustrations that we get in trying to produce low-  
23 cost housing which you often get hung up on this plan  
24 by assessment, which sometimes is based upon positions  
25 taken by the Boards of Education for the system to  
26 protect the Boards of Education.

27 THE CHAIRMAN: Gentlemen, we are  
28 running short of time and I better let the Committee  
29 have at least 33 minutes to have lunch before the  
30 next group come on. I do not want to cut this short,





1 but would you gentlemen be prepared to answer any  
2 questions and refer to us later as a result of our  
3 studies, your viewpoints, any information you may have  
4 on it?

5 MR. SWITZER: Fine sir. It would be  
6 our pleasure.

7 THE CHAIRMAN: Thank you very much.

8 MR. GRANT: Some of the remarks you have  
9 made have given us food for thought too. In other  
10 words we would like to dig a little deeper into this  
11 leasehold arrangement and come back in a more positive  
12 fashion.

13 I think it has been left somewhat in  
14 the grave, with an area of doubt as to whether it is  
15 a benefit.

16 THE CHAIRMAN: We will be prepared to  
17 look at any information you could supply.

18 MR. SWITZER: We appreciate the  
19 opportunity of being able to speak to you.

20 THE CHAIRMAN: Thank you very much  
21 gentlemen.

22  
23 --- At 1:30 adjourned for lunch.

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1 --- Upon resuming at 2:10 p.m.

2 THE CHAIRMAN: Mr. Fyfe, we are pleased  
3 to welcome you here and giving us your very helpful  
4 brief. Would you introduce your delegation and if you  
5 want to make any remarks to your brief, fine, and  
6 then we would like to get in some questions.

7 ONTARIO TEACHERS' FEDERATION

8 MR. FYFE: Mr. Chairman, I would like to  
9 introduce to the Committee, for those who do not know  
10 her, Miss Nora Hodgins, who is Secretary-Treasurer of  
11 the Ontario Teachers' Federation, along with us and  
12 interested is Mr. Des Dickson, one of our Executive  
13 Assistants who is interested in the whole topic of  
14 the cost of education from a communications point of  
15 view.

16 While there are only two of us, it is  
17 not significant to the number of people who have been  
18 involved and in whom they have placed a large measure  
19 of trust in our presentation.

20 As was indicated Mr. Chairman, in the  
21 response to Dr. McCarthy, to elaborate a little bit  
22 on our organization, the Ontario Teachers' Federation  
23 was set up by the Teaching Profession Act of 1944  
24 as a professional organization of the teachers of the  
25 Province. All teachers, and in 1972 there are over  
26 103,000, are required to belong to the Federation as  
27 a condition of teaching in Ontario. The Ontario  
28 Teachers' Federation is a Federation of affiliated  
29 groups, the Ontario Secondary School Teachers' Federa-  
30 tion, the Federation of Women's Teachers' Association





1 of Ontario, the Ontario Public School Men Teachers'  
2 Federation, the Association of French Teachers,  
3 and the Ontario English Catholic Teachers' Association;  
4 the majority of which came into existence around 1920.

5 The purpose of the Ontario Teachers'  
6 Federation, I think, is best summarized in its objects  
7 which are incorporated into the teaching Profession Act.  
8 Those objects are to promote and advance the cause of  
9 education, to raise the status of the teaching  
10 profession, to promote and advance the interests of  
11 teachers, and to secure conditions which will make  
12 possible the best professional service. To arouse an  
13 increased public interest in educational affairs, and  
14 finally to co-operate with other teachers' organizations  
15 throughout the world, having the same or like object.

16 In all of its many and varied activities  
17 the Federation attempts to achieve these goals in a  
18 responsible and responsive manner and for this reason,  
19 Mr. Chairman and members of the Committee, the  
20 Federation sincerely appreciates this opportunity to  
21 present a summary of its Brief to the Minister's  
22 Committee on the Costs of Education, and in addition  
23 to elaborate upon the proposals that they are putting  
24 forth.

25 By way of background, the Federation  
26 has had many concerns about the cost of education  
27 along with a number of concerns about the wide variety  
28 of attempts made through regulations and acts designed  
29 to control areas of educational expenditure. While  
30







1 these individualized attempts at control have and will  
2 provoke discussion or criticisms not only by teachers  
3 but also by the public, the Ontario Teachers' Federation  
4 through its broad representation have looked at the  
5 concerns a little differently.

6 As earlier indicated, the Ontario  
7 Teachers' Federation represents over 103,000 teachers  
8 in the Province with a wide variety of interests and  
9 involvement. In selecting a Committee to examine the  
10 costs of education, the representatives reflect this  
11 wide variety of interests and involvement. Consequently,  
12 the Federation has not attempted to develop statistical  
13 analyses of isolated factors relating to the cost of  
14 education but rather it has come to focus on the problems  
15 which we believe go far deeper than individual or  
16 local issues.

17 The problems of Metropolitan Toronto  
18 seem not to be the same kind of problems experienced  
19 by rural or semi-rural areas. The problems of the  
20 south seem different from the problems of the north  
21 and the east different from the west, and include both  
22 religion and language. The one common element seems  
23 only to be that there are problems.

24 It has been our purpose, as indicated in  
25 our introduction in our Brief, pages 1 to 4, to try to  
26 extract the real and basic problems. In other words  
27 our examination indicates that it is more than the  
28 cost of education alone that lie at the root of the  
29 problem. While adjustments of elements within the  
30





1 cost structure will have an effect, it is the  
2 Federation's opinion that they will not solve the  
3 problem. We believe part of the long-term solution  
4 will be to discover how the general public can  
5 participate in setting and understanding the objectives  
6 of its educational system.

7 On page 6 of our Brief we express the  
8 two basic problems which we feel must be resolved and  
9 I would like to call your attention to page 6 at the  
10 top, and we believe those are, those two problems are  
11 the failure of the system both to set realistic  
12 objectives and to measure the effectiveness with which  
13 those objectives are being met in terms that can be  
14 understood by the public being served and by those  
15 responsible for the system's operation.

16 Secondly, that the gap in communications  
17 and involvement between the school and the public  
18 which appears to be widening rapidly is the other  
19 problem.

20 We further believe that if these  
21 problems are to be solved, then costs will fall into  
22 their proper place. Because we believe the public is  
23 prepared to allocate costs for specific recognized  
24 benefits. We have elaborated on some sight indications  
25 of the problems as we see it on page 8, and specifically  
26 on pages 9 through 16, we have elaborated in  
27 considerable detail on the first three indications  
28 of the problem.

29 In summary, the Federation is concerned  
30 about the visible, the visibility of educational costs







1 without the visibility and understanding of  
2 educational objectives. We are concerned about the  
3 evolution of the educational process described by some  
4 as change. We are concerned about the breakdown of  
5 confidence or generation gap between segments of the  
6 educational system and segments of the public. We  
7 are concerned that the taxpayer is caught in the  
8 middle and he seems to be caught without adequate  
9 understanding, consultation or communication.

10 As part of the evolution of the system  
11 we are concerned about the increased ratio of children  
12 to adults in our present society. We are concerned  
13 about the general economic recession of the past few  
14 years which seems to have contradicted our claim that  
15 education would improve life.

16 Public uncertainty, public questioning  
17 of their investment prompted us to search for an  
18 underlying cause that might be common to all of the  
19 indications of the problem. Although we acknowledge  
20 that each indication is a problem in its own right.

21 Our proposal to return to the grass roots  
22 level of involvement and determination we believe,  
23 should reflect the needs of the public being served.  
24 But I would like to reiterate the statement on page  
25 16 that there is no way of knowing whether such an  
26 approach will either increase or decrease the  
27 expenditure on education.

28 Mr. Chairman, to seek to have the people  
29 of Ontario give clear direction on what they want  
30





1 their schools to accomplish and then to provide the  
2 methods, the Federation proposes a Project with a  
3 twofold aim, as stated on page 18 of our Brief:

4 (a) to allow the people of Ontario,  
5 using the support and services of their  
6 local school board and the provincial  
7 government, to develop the objectives for  
8 the elementary and secondary educational  
9 system in Ontario; and

10 (b) to narrow and, hopefully, eliminate  
11 the school-public communication gap.

12 But while we make this proposal, Mr.  
13 Chairman, we would like to stress that it is only the  
14 beginning, and I am afraid that our Brief may be  
15 interpreted as being a conclusive Brief, and it is not  
16 a conclusive Brief, that much greater examination and  
17 study of our proposal is required.

18 While on pages 19 through to 23, we  
19 have attempted to touch upon evident parts of the  
20 proposal that still require further examination, we  
21 have not had the time nor do we believe we have the  
22 facility without full co-operation to further elaborate.  
23 We have made suggestions about the initiative for  
24 the project. We have made suggestions about the terms  
25 of reference. We have made suggestions about the  
26 variety of representation as well as the size and  
27 composition of the representation.

28 We have made suggestions about training,  
29 about jurisdiction, about the roles of various bodies,  
30





1 but we are not conclusive nor did we plan to be in  
2 any way. Much further examination study and research  
3 are needed by several co-operating parties if there is  
4 merit in our basic proposal to involve the public and  
5 communicate thoroughly.

6 In this regard, let me emphasize, as we  
7 do on page 23, that we are not attempting to change  
8 the decision-making role as it relates to elected  
9 trustees and to the provincial government. What we  
10 are trying to do is find a method of advising and  
11 strengthening this role.

12 While we propose that the long term  
13 problems may have a long term solution, we are also  
14 concerned that each facet of the problem requires  
15 study within its own right, and on pages 24 through 26  
16 we make some recommendations only as a beginning for  
17 studies that need to go on with the overall studies.

18 We have taken the liberty to suggest  
19 a time schedule for the development of the Project in  
Belt 16 20 Appendix B of our Brief. This, Mr. Chairman, is a  
21 reinforcement of our statement that this Brief we bring  
22 to you is only a beginning.

23 The thoughts on recommendations in this  
24 submission and in particular the outline of our major  
25 recommendation are far from being detailed. They are,  
26 however, enthusiastically and seriously presented with  
27 a positive feeling that if researched and implemented,  
28 Ontario will see the public regain confidence in its  
29 elementary and secondary education.









1                   Now Mr. Chairman, I thank you for this  
2                   opportunity to expand upon our submission and it goes  
3                   without saying that as one of the prime forces in  
4                   education in Ontario, the Ontario Teachers' Federation  
5                   offers full assistance in helping to improve still  
6                   further what we believe is a very fine system.

7                   Perhaps there are questions as you  
8                   indicated that the Committee might have of us regarding  
9                   our Brief and we would attempt to be helpful in  
10                  providing answers. Thank you Mr. Chairman.

11                  THE CHAIRMAN: Thank you Mr. Fyfe. I  
12                  think the Committee agrees with me that you have  
13                  identified two problems.

14                  One question comes up. What about this  
15                  Committee fairly broadly based in the province and  
16                  they worked on the aims and objectives of the problems  
17                  of Ontario. Now I gather then you are saying that we  
18                  really cannot accept that document as being realistic  
19                  in the way of measuring the aims and objectives of  
20                  Ontario as they presently stand?

21                  MR. FYFE: I don't think we are  
22                  questioning the ability of the Committee to interpret  
23                  the aims and objectives. I think it is the implementa-  
24                  tion, the communication, the understanding of those  
25                  aims and objectives. It is that bridging the gap that  
26                  we believe where the difficulty lies.

27                  THE CHAIRMAN: Do you agree with the  
28                  aims and objectives as stated in that report?

29                  MR. FYFE: I think generally speaking,  
30                  the Federation has never taken a strong stand because





1 of the wide variety of the aims, I think it would be  
2 fair in general terms to say that we do accept the  
3 majority of the aims and perhaps the overall aims.

4 THE CHAIRMAN: You stated that the  
5 objectives should be realistic and measurable. Does  
6 that document help this Committee?

7 MR. FYFE: In some way it does, I think  
8 in some ways it does, but again we see that many of  
9 the objectives that were evident in that report need  
10 to be related to an individualized interpretation from  
11 the local community. It is getting the local community  
12 to understand those objectives and interpret them in  
13 their own frame of reference and in their own terms of  
14 reference where the difficulty lies and we are at  
15 present seeing no mechanism for the community to take  
16 those aims, understand them and set parameters for their  
17 own system.

18 MRS. FARR: Just a couple of points.  
19 First, just to clarify a point, at the top of page 13,  
20 the (d) part. The things that were considered  
21 important in the earlier days, such as reading, writing  
22 and arithmetic seem to have fallen into disrepute  
23 with educators or at least are played down. Just to  
24 clarify the position of the Federation, is this the  
25 public thinks this has happened.

26 MR. FYFE: Yes.

27 MRS. FARR: Another point on the page  
28 before, page 12, just at the bottom of the page,  
29 schools are doing different things than were done  
30 when many of the present rate-payers went to school





1 and so on, it mentions several things. The Project  
2 that you have outlined will take some time for the  
3 public to decide what it wants in the value of these  
4 various things.

5 Does the Federation have any concerns  
6 or fears that any of these might be reduced or cut out  
7 in the meantime, and how might these affect the  
8 quality of education?

9 MR. FYFE: This is one of the big  
10 problems that we face, because some of these have been  
11 instituted through public -- through the community  
12 planning. Others -- we have a strong feeling that  
13 may not have arisen through community involvement or  
14 community direction, they may have been the kind of  
15 thing that, you know, because Jones did it next door  
16 then we should do it. So to some degree it might  
17 be better if some of them were cut out until the local  
18 community decides that they are a valuable thing.

19 I would suggest that as an example, and  
20 only as an example; some of the commitments that some  
21 boards have in the oral French program would serve us  
22 well here. In some cases they were developed from a  
23 concerned feeling of the local community, but I would  
24 also be very suspect that others came because this  
25 board had it and we jump on the bandwagon too.

26 So to this degree it might be better if  
27 the programs like this were reconsidered by the local  
28 area. So to give a clear cut answer, I feel I cannot  
29 Mrs. Farr. In some cases we would be reluctant to  
30









1 see anything that was curtailed if the local community  
2 has set it. I don't know how we solve that problem.

3 DR. PHILLIPS: Mrs. Farr's question  
4 was regarding the three r's if I understand right.  
5 Is the public under the impression that the emphasis  
6 has decreased. The answer was yes.

7 May I ask the question, has it decreased?

8 MR. FYFE: I would suspect that it would  
9 be evident that it probably has decreased. I think  
10 this could be verified.

11 DR. PHILLIPS: Do you think it would be  
12 proper to say that this has been part of the educational  
13 policy of the Province of Ontario, or has it seeped  
14 in somehow in the system?

15 MR. FYFE: It has probably seeped in  
16 only because, or seeped out, I am not sure which way  
17 it went. It probably was squeezed out because of the  
18 bringing in of other factors into the curriculum.  
19 Everything has been added but very little has been  
20 taken away, so that - and again, if the public wanted  
21 us to concentrate on reading and writing and  
22 arithmetic, the three r's, our concern is that the  
23 public has to understand that if they want this kind  
24 of attention, then some of these other things, the kind  
25 of things like driver education, family life education,  
26 French, oral French and so on, needs -- something must  
27 give. You cannot give the same attention, this  
28 additional attention and add more things to it. Time  
29 just cannot be accounted for.  
30





1 DR. PHILLIPS: If I may go back to an  
2 earlier question concerning the two problems as outlined  
3 on page 6, the reading of the first one in the Brief  
4 is - The failure of the system both to set realistic  
5 objectives and to measure the effectiveness and so on.  
6 I would like to be sure that I am clear.

7 You are not actually saying that we have  
8 in the system in Ontario, set objectives.

9 MR. FYFE: I think we are suggesting that  
10 the public has not set and we are caught up here in  
11 the explanation. We realize this, the explanation of  
12 what we mean by objectives. You know there are a  
13 variety of words interchangeable, or seem to be inter-  
14 changeable like goals and aims and parameters, what  
15 we are concerned with is the system has not, and part  
16 of the system being the public has said to us, we want  
17 our children to be able to cope in this way with this  
18 topic. If you like to be more specific, we like our  
19 children to be very facile in calculations.

20 Now if they want that kind of facility  
21 in addition, subtraction, multiplication and division,  
22 it has not been said clearly to us. We are discrimina-  
23 ting here between the operational objectives of the  
24 classroom teacher where the teacher might object, and  
25 the objectives of the general public might set for  
26 the educational system.

27 DR. PHILLIPS: I take it you would feel  
28 they have been set down adequately in the Hall-Dennis  
29 Report, I am sorry the latter, the broader terms.





1 MR. FYFE: The more specific operational  
2 objectives seem to have been set down well there, and  
3 I think in terms of most classroom teachers or schools  
4 they are capable of setting down the operational  
5 objectives if they are defined clearly. But too often  
6 the original definition was somewhat unclear.

7 If I might use another example, the  
8 public has sometimes said to us, we want oral French  
9 taught. Now, to what end? I think our concern is  
10 that the parameters that the public is setting should  
11 go, be a little more definitive, that they want facility  
12 in oral French or do they want an understanding of oral  
13 French. Just simply a communicative understanding.  
14 There is a different set of operational objectives  
15 that the teacher would employ in developing careful  
16 facility in oral French or in a different sense than  
17 those would involve just a common sort of general  
18 understanding of the value of having a second language.

19 Now we have been trying to set operational  
20 objectives for an oral French program not knowing  
21 clearly what is expected of us in the first place.  
22 I hope I am coming now through to the problem that we  
23 see.

24 MRS. HODGINS: I think another thing  
25 that occurred is that we are in the middle of an  
26 unemployment situation and graduates are not getting  
27 jobs. For some reason or other that has been  
28 transferred to the school system, and suddenly one  
29 of the problems with education is that it promises  
30







1 people jobs and it is not giving them jobs. Really  
2 there is not very much connection but somehow or other  
3 the area was built up if you went to school and went  
4 to secondary school and went to University, you should  
5 have a job. Realistically education is not primarily  
6 to get you a job, and if your society does not have  
7 enough jobs for people, somebody isn't going to get  
8 those jobs.

9 But the attitude that has developed  
10 recently, there can't be much good in education  
11 because people who graduate are not getting jobs.  
12 I think there was too much emphasis placed on the  
13 value of getting an education in order to get a job,  
14 it simply was not realistic in the economic system.

15 MR. TROWEL: Mrs. Hodgins, are you saying  
16 that the public attitude is that really, learning and  
17 schooling is going towards getting a job at the end  
18 of it? Public attitude?

19 MRS. HODGINS: No, I think the public  
20 somehow, I think we were all misinterpreting education  
21 when students were encouraged to stay in school  
22 because they would get a better job. I think that  
23 should be the point of staying in school and now that  
24 they don't get jobs and for some reason or other they  
25 think education should give you a job -- I think it is  
26 just one of these misunderstandings and no real  
27 solution to it except perhaps to set realistic  
28 objectives. While the ability to read and write is  
29 important to get a job, there are values to an  
30 education.





1 THE CHAIRMAN: What of the objectives  
2 of the reorganized secondary school program to have  
3 greater retention in the schools so that we turn out  
4 fewer people with almost no training to get a job.  
5 Has that been a success in your opinion?

6 MRS. HODGINS: I think so.

7 THE CHAIRMAN: Well we spent more money  
8 on that.

9 MR. FYFE: We are also a little confused  
10 I think as to what the purpose of the secondary school  
11 program was designed to do. It seemed to us generally  
12 that it was designed to prepare young people for the  
13 job market and this seems to be in a changing role,  
14 and I suspect the general community does not understand  
15 what is happening right at the moment as Community  
16 Colleges take over this role of final job training  
17 which is going to give a different perspective to the  
18 role of the secondary program, perhaps, than we have  
19 experienced in the past.

20 We are not sure of this ourselves, but  
21 it seems to be becoming evident that we are, through  
22 our affiliated organizations, and the secondary school,  
23 they are not any longer necessarily training for the  
24 job market. But the final product won't be prepared  
25 there but will be prepared in the Community Colleges  
26 and this is something that has sort of sneaked up on  
27 us, which is causing a change in our curriculum and in  
28 our values at the secondary level.

Belt 17

29 MRS. HODGINS: It sounds as if I am going  
30







1 back but I believe I would hate to see any change in  
2 the newer technical schools that were set up to meet  
3 the needs of students. They were simply not able to  
4 cope with the academic school, are excellent, and they  
5 have done a great service for the student and they  
6 are training them to do a good job, not necessarily a  
7 specific job although in some cases they do that. But  
8 to do a specific job, and do it well, with a background  
9 of ability from academic training. I do think they  
10 are wonderful.

11 THE CHAIRMAN: We were talking about the  
12 early composite schools. The theory then was to keep  
13 the transferee, the ones who couldn't get through 7 and  
14 8, to transfer them into the composite schools and  
15 keep them there in the main stream. Now we have gone  
16 180 degrees, we are now taking them out and putting  
17 them in a specialized school.

18 What in your opinion is the better way  
19 of training children?

20 MRS S HODGINS: I do not know. I think  
21 there are merits in having a special school with the  
22 teachers geared to deal with them, to develop a  
23 curriculum that is suitable for them, to get the  
24 materials, to get them in those schools, see what they  
25 are doing in the area of reading and English, give the  
26 children in those schools a feeling of competence,  
27 not competing with people that are in a different  
28 area -- they are developing their own self pride --  
29 I know the arguments for the composite schools, I'm  
30





1 not so sure whether it can be achieved as well with  
2 composite schools.

3 THE CHAIRMAN: The reason I am asking  
4 the question is one of the aims and objectives of  
5 education minimizes the differences between children.  
6 It seems to me first minimizing, now we have gone 180  
7 degrees and we are maximizing. I just wondered what  
8 your thinking was.

9 MRS. HODGINS: I think that is a very  
10 difficult evaluation to make. It would be better for  
11 the youngsters to go to a school where he is with his  
12 peers, where he can achieve some success and feel that  
13 he has achieved that success in the whole school, or  
14 is it better for him to go to a school where he has  
15 to struggle with a great many different abilities and  
16 probably will not achieve anything.

17 MR. FYFE: I think also too, one of the  
18 input of research studies would indicate that it is  
19 not a case of necessarily screening or involving, but  
20 a case of finding more attention for these children  
21 in whatever area and that presents - the minute you  
22 mention attention we are obviously talking about some  
23 kind of a different teacher involvement, a different  
24 teacher-pupil involvement than we have been talking  
25 about.

26 Now whether that is found, it seems to  
27 me the most economical way to define it through a  
28 streaming situation, but whether that is the most  
29 practical way in the long run is still open to question.





1 It may be open to have them in a general situation  
2 with all their peers and provide better attention  
3 within that generalized sphere. I do not think the  
4 research is conclusive at this point at all, but it  
5 appears to be heading towards providing more attention  
6 in a generalized situation.

7 MR. TROWEL: How would you achieve more  
8 attention?

9 MR. FYFE: Partially by having personnel  
10 available to work with these problem cases, on a sort  
11 of demand basis. And this is a rather unpredictable  
12 thing but perhaps one reason why we have tended to  
13 group children, it is much more predictable to group  
14 them, but I am not sure as I say on the other hand  
15 whether that is the most desirable procedure for the  
16 child himself to be involved in, separated out, but  
17 it seems to be a matter of providing resources and  
18 personnel on a demand type situation. And the  
19 unpredictability of this is also a costly factor.

20 MR. TROWEL: Dealing just for a second  
21 with problem, No. 2, gap in the communications and  
22 involvement between the school and the public which  
23 appears to be widening rapidly, at the top of page 14,  
24 the presentation reads - the new system may be  
25 considering the needs of the child but not always  
26 the expectation of the parent and rate-payer.

27 What comes to mind, should they always  
28 do that and how do you get a consensus in anything  
29 from parents and rate-payers?

30









1 MR. FYFE: This is one of the problems  
2 we raised further on in what is needed for a backup  
3 study to this kind of thing. Where the community would  
4 set its objectives and let's say there came out to,  
5 with close to, two different objectives. One group  
6 that believed this way and one group that believed this  
7 should happen, how can the local community find ways  
8 to a restructuring of their schools, their school  
9 curricula, the demands of certain schools to allow for  
10 this kind of interchange.

11 MR. TROWEL: This is part of your council  
12 idea?

13 MR. FYFE: Part of our council idea that  
14 somehow we need to get the say of the parents and the  
15 child won't want this, then what appropriate facility  
16 would they have in the community that would allow them  
17 to have what they do want. So we are suggesting that  
18 there needs to be a variety, perhaps, within an  
19 individual jurisdiction to allow the parents to  
20 discuss these objectives and select the ones that they  
21 feel are appropriate for their particular children,  
22 which we acknowledge are not going to be the same for  
23 all groups.

24 THE CHAIRMAN: Mr. Fyfe, in your opinion,  
25 if you went through this Project, you started off  
26 again at the grass roots and built it up, perhaps we  
27 might get something a little clearer.

28 Do you think that the aims and  
29 objectives built up that way would be fundamentally  
30





1 different than the Hall-Dennis Report?

2 MR. FYFE: I doubt if they would be  
3 fundamentally different. I suspect they would come out  
4 very similar, but I think a lot more people would  
5 understand.

6 THE CHAIRMAN: Well the process is to  
7 give the general public an understanding?

8 MR. FYFE: Largely we see this as a  
9 major problem of communication.

10 THE CHAIRMAN: Of redefining the aims  
11 and objectives --

12 MR. FYFE: Not necessarily, because I  
13 think almost any aim or objective that could be set,  
14 we have had some examination of, that we had some  
15 facility somewhere and how do we spread this, what are  
16 the cost factors, what are the implications involved  
17 if we want this.

18 MRS. FARR: Do you think some of the  
19 things that have come up are more important or have a  
20 higher priority than others?

21 MR. FYFE: I think it would be one of  
22 the by-products, very definitely that we begin to  
23 assess them, and whether we wanted this or whether  
24 we wanted this. Obviously we cannot have both under  
25 a limited resource. Or if we do want them, we have  
26 got to be prepared to pay for them. And this I think  
27 is our point, that if this happens that the cost will  
28 fall into place.

29 MRS. HODGINS: One thing the council might  
30 do would be to establish better communications between





1 boards and parents and rate-payers, that the new  
2 County Board in larger units. I think people are  
3 feeling that they cannot communicate, they do not know  
4 what is going on at the local board level and cannot  
5 communicate too well with them. They have lost the  
6 touch that they used to have and this might set up  
7 some way -- it might give the parents and rate-payers  
8 a better understanding of how they could express their  
9 opinions and ideas to the board, how they could get  
10 information from the board before final decisions are  
11 made.

12 In quite a lot of instances throughout  
13 the province recently where parents and rate-payers  
14 have suddenly started to protest something after it  
15 has been done, because they did not really understand  
16 what was happening before. They did not have  
17 communication.

18 DR. PHILLIPS: I take it from your  
19 Brief that the Federation sees certain ill effects  
20 from the property tax as a means of financing  
21 education. Is this a fair statement?

22 MR. FYFE: I would say we see it as a  
23 limiting factor to the resources that are available.

24 DR. PHILLIPS: Does the Federation have  
25 any position on alternate means of financing by other  
26 types of tax?

27 MR. FYFE: We have taken no position  
28 although we are examining it at the present. We are  
29 trying to see if there is a different means, which has

30









1 escaped us so far, but we do have a Committee that is  
2 looking into this, studying it now to see if they can  
3 come up with some general thoughts on it. We have had  
4 a number of proposals in the past, but none have  
5 really been established as part of our policy.

6 DR. PHILLIPS: What is your position on  
7 the increasing level of government support at the  
8 County level?

9 MR. FYFE: We do have a policy that  
10 favours an increase and I am just searching for what  
11 that maximum was. It seems to me it was about the  
12 60 per cent, somewhere in that area, but a very strong  
13 feeling that there still has to be the ability to  
14 exercise local control and local initiative in addition  
15 to that.

16 In other words we are reluctant to see,  
17 very reluctant to see total government participation  
18 in financing education. That is from a centralized  
19 government. We feel strongly that some of it, and we  
20 are not just committed to the proportion, but with  
21 a strong enough proportion that the public would feel  
22 definitely committed and definitely involved.

23 THE CHAIRMAN: How about a per capita  
24 cost, building cost, where the province is really  
25 dictating -- would your policy be the same there?

26 MR. FYFE: Probably I would try to  
27 generalize I would think. We do have some concern  
28 about capital cost, not so much from our own  
29 provincial government, but I think this is the part  
30 I generalize. That would be the influence of the





1 Federal government into providing resources at certain  
2 levels which the provincial government and the province  
3 generally would be required to support eventually. I  
4 am thinking of the input in the vocational programs  
5 in the Federal government that sort of left the  
6 province carrying the ball for the continued support  
7 of that particular part of the program. And I would  
8 suspect we would feel much the same way, although we  
9 have never examined this in detail, I suspect that  
10 relationship would be somewhat similar.

11 THE CHAIRMAN: Well let's just take a  
12 specific example. The new airport contract which  
13 involves 60,000 people. Do you have anything against  
14 the provincial government taking the full cost of  
15 schools that have to be built in that area?

16 You have stated as far as operational  
17 expenses, do you believe that perhaps the maximum is  
18 good. You said about 60 per cent, I believe that has  
19 been announced --

20 MR. FYFE: I think generally the schools  
21 have been begun in areas as a result of evolutionary  
22 process and the capitalization has been done locally.  
23 I think the experience of some other organization  
24 would indicate -- and I am thinking specifically of  
25 some of the church organizations, where churches have  
26 undertaken to go in and pay for churches -- and I  
27 would suspect that there has been a significant lack  
28 of close involvement by the community when they go in  
29 with a building provided by someone else and paid for

30





1 by someone else. Whereas, communities that have  
2 undertaken to provide their own have felt attached to  
3 it. But then you are facing an evolutionary process  
4 over which that community will be a new community that  
5 is suddenly put into being, and I don't know whether  
6 there is the mechanism there for that community to  
7 suddenly - through the resources for that community -  
8 to suddenly find its own school.

9 Because we really short-circuited the  
10 natural growth structure.

11 MR. RONSON: If the community as a  
12 proposal came up with a particular curriculum, and it  
13 was then in opposition to a curriculum directed from  
14 the Department, such as say H.S. 1, what would be  
15 your opinion as to what should be done in a case like  
16 that?

17 MR. FYFE: Well hopefully it would not  
18 come up with the kind of involvement we see as being  
19 the type of representation that might be on the local  
20 council or the local group and the input into that  
21 local group, that they might not make this kind of a  
22 decision. And that would be part of our reason for  
23 feeling that the provincial government, through perhaps  
24 the Department of Education, needs to be involved in  
25 all of these areas on a broad basis. Because in terms  
26 of mobility of our society it seems to us that the  
27 local community cannot be and set the parameters  
28 entirely on their own.

29 Because they do not intend to stay in  
30 that little community. If they intended to live there









Belt 18

1 forever and had to live with their own consequences,  
2 but they don't, and I think there is abundant evidence  
3 to show that there is a very high mobility to our  
4 population. So that if your child is raised in Simcoe,  
5 we have some obligation to him in Etobicoke, if he  
6 moves there in the course of his lifetime. And we can  
7 be fairly sure that he probably will. But 25 per cent  
8 or better do move around. We have some obligation to  
9 be able to carry on a basic program, and the basic  
10 program probably lies in the central jurisdiction as  
11 part of the input.

12 MR. RONSON: It almost sounds that you  
13 are saying you hope to be able to communicate better  
14 with people by having them understand the way the  
15 system is at present, but that you can cross your  
16 fingers that they won't want to change the system  
17 because if they do you are in real trouble.

18 MR. FYFE: I hope we are not saying  
19 that. I hope we are saying that there is an opportunity  
20 for input from the other way also that would require  
21 changes in the system. That is if the system is now  
22 changed this is the way social studies would be and  
23 we find that the general public does not agree with  
24 that is the way social studies should be, that there  
25 would be some opportunity for feed in and experiment  
26 and change.

27 And I think to this degree it is a  
28 fair statement to say that this has happened in the  
29 past that subject to approval from the Department  
30





1 there have been the opportunities available to provide  
2 different courses.

3 MRS. HODGINS: I think that the government  
4 should give some greater freedom in some of the  
5 controversial areas to the local areas, rather than  
6 blanket the whole province with refusal to allow such  
7 study, which is one of the controversial ones, in the  
8 community that has agreed on a course of study that  
9 they would like to have.

10 As Ian has suggested, they don't want  
11 communities deciding they wouldn't want reading,  
12 writing and arithmetic, but when you get into the  
13 other areas and into the areas that are controversial,  
14 but which the government doesn't want to be involved in,  
15 it seems to me that the local council should be able --  
16 to deal with these topics.

17 MR. RONSON: Would you say this is a  
18 difficult and somewhat loaded question, because the  
19 particular views that I have and the Committee have  
20 discussed it, would you say for example that a  
21 community if they felt they should do so, should go  
22 against the dictates of H.S. 1, where there is a  
23 pretty broad cafeteria style of curriculum allowed; if  
24 a community didn't want to do that they should have  
25 the right to say they won't apply H.S. 1.

26 MRS. HODGINS: You mean in the sense  
27 of setting out a much more rigid curriculum?

28 MR. RONSON: In setting something down  
29 where there is continuity in certain subjects.





1       Supposing a community says there should be continuity  
2       in certain subjects such as English, that they want to  
3       have that -- and it's contrary to H.S. 1, would you  
4       say then that this would be reasonable?

5               MR. FYFE: I think also that a community  
6       that makes that kind of a decision, the answer is yes,  
7       but I think the community that made that kind of  
8       decision would also need to know the rationale for not  
9       having it that way. Then if they make that kind of  
10      a decision in the light of that, that is a knowledgeable  
11      decision, but I am not too sure that they have the  
12      facility now to make a knowledgeable decision either  
13      way. They just simply have to go along with what is  
14      ordered.

15             MR. TROWEL: Pursuing that just a little  
16      further, with that kind of localized control, or at  
17      least a localized voice having to do with both cost  
18      and curriculum, the general atmosphere -- would you  
19      care to comment on what effect you think that would  
20      have on the "quality of education" and progress of  
21      educational development in the province?

22             MR. FYFE: I suppose it would seem to me  
23      that there needs to be obviously some sort of a base,  
24      but I do not think that base should be<sup>the</sup>controlling  
25      factor or else we get mediocrity and I think we need  
26      to have that base and then some opportunity could be  
27      developed beyond that.

28             Now this facility seems to be disappearing,  
29      this facility to be able to develop beyond that base  
30







1 seems to be disappearing. Perhaps this is one of the  
2 problems in dealing directly with items of cost in  
3 education, that there has to be a cut-off point which  
4 is not allowed for local initiative and local  
5 development to experiment beyond that and it may have  
6 cut off an avenue of educational innovation or  
7 educational discovery that would have benefited everyone  
8 ultimately.

9 MR. TROWEL: Are you saying in a sense  
10 that there might be sort of a requisite plan and that  
11 certain freedom for optional development would change  
12 or emphasis depending on a particular area on the  
13 feelings of the people concerned?

14 MR. FYFE: I think the Federation has  
15 expressed this feeling in that we have made representa-  
16 tion to the Department that would allow local boards  
17 to go beyond the present ceiling through local  
18 taxation and that that be up to them.

19 MR. TROWEL: For specific programs?

20 MR. FYFE: For specific programs  
21 developed locally, and I think this is quite in keeping  
22 with our belief.

23 THE CHAIRMAN: Mr. Fyfe, on costs of  
24 education -- on page 11 you stated the establishment  
25 of County -- school construction -- now there is some  
26 evidence in our studies that larger geographic areas,  
27 that by putting the smaller boards together they have  
28 actually reduced their capital requirements in the  
29 future.

30 Do you have any figures on this that





1 would be of use to us?

2 MR. FYFE: I would say no.

3 THE CHAIRMAN: This is - rather than  
4 something that was researched - this is just a belief  
5 that you have that County units created more construc-  
6 tion than if we had not --

7 MR. FYFE: Yes --

8 MRS. HODGINS: There is one survey  
9 that I could give you. I saw it recently in the report  
10 from the School Administration Association in Alberta  
11 where apparently some research has been done. You  
12 may have seen this which indicates that the medium  
13 sized school is the least expensive. They do not  
14 have as much administration as a huge school and yet  
15 they don't have duplication of administration that you  
16 have in several small schools. I do not know who did  
17 that but I will check with it.

18 THE CHAIRMAN: What is the modern  
19 definition of a medium school? I can remember when  
20 it was about 300. What is it now, about 1,000?

21 MRS. HODGINS: About a thousand.

22 THE CHAIRMAN: Things have changed.

23 MR. FYFE: I think, you know, the word  
24 extensive there, I think we can document this part of  
25 it, that as a result of consolidation of areas that  
26 took in seven or eight little one-room schools, now  
27 the term extensive construction may be a little bit  
28 misleading there. I think it is quite evidence that  
29 in a number of areas one school has been rebuilt to  
30







1 take over the function of several smaller schools.  
2 Obviously incorporating some desirable facilities  
3 that were missing from the other schools, so I think  
4 we are not suggesting here necessarily that, you know,  
5 schools have sprung up all over the place but as a  
6 result of this consolidation the one school that  
7 replaced eight is much more visible to the community  
8 than the little schools that were --

9 THE CHAIRMAN: But you are not saying we  
10 built unnecessarily?

11 MR. FYFE: No I don't think the implica-  
12 tion should be taken from that.

13 THE CHAIRMAN: That's what I wanted to  
14 be clear on. Have you any thoughts on whether you  
15 think the County system is more economical?

16 MR. FYFE: I don't think we have any  
17 statistics but it is a strong feeling being expressed  
18 by quite a few of our teachers that there have been  
19 added benefits and I am not sure that they have been  
20 economical as well as they have been educational  
21 benefits.

22 THE CHAIRMAN: In other words you think  
23 people think it has been a good trend?

24 MR. FYFE: Generall speaking that is  
25 right.

26 THE CHAIRMAN: But you have no figures  
27 to say whether it is more economical or not?

28 MR. FYFE: No.

29 MR. KERR: Has it got greater equality  
30 of opportunity?





1 MR. FYFE: I think that would be  
2 generally a fair statement to make, but on the other  
3 hand, you know, I think that we have got the problem  
4 of small communities who feel that this has been --  
5 that they have been separated from their children not  
6 understanding that larger benefits that may be  
7 accruing, and we hear this kind of feedback quite  
8 frequently that our children are being taken away at  
9 dark and brought back at dark and they are bussed on  
10 a bus for miles and miles and they are lost to us,  
11 not understanding -- and perhaps this is our responsi-  
12 bility -- the greater educational values that can occur  
13 by bringing larger groups together.

14 MR. RONSON: Am I right in understanding  
15 you felt a local community would vote on whether they  
16 should get more money or should spend more money than  
17 the ceilings would allow?

18 MR. FYFE: No.

19 MR. RONSON: I thought that's what you  
20 were saying before that a local community can go above  
21 the ceilings that the government set?

22 MR. FYFE: To their local trustees.

23 MR. RONSON: But -- no referendum?

24 MR. FYFE: No reference to recommendation,  
25 to referendum at all.

26 MR. RONSON: But if the local trustees  
27 wanted to do it?

28 MR. FYFE: That is right, but being limits.  
29 But it would be a decision of the local trustees who  
30





1 had been elected in the first place.

2 MR. KERR: This was in regard to special  
3 programs only Mr. Fyfe was it? You said before  
4 special programs that originated in the County.

5 MR. FYFE: Yes, that within the community  
6 they felt a special need for it.

7 THE CHAIRMAN: Not to cover a general  
8 cost?

9 MR. FYFE: Just for a specific purpose.

10 THE CHAIRMAN: What would you consider  
11 reasonable?

12 MR. FYFE: This again we have never given  
13 consideration to. We would only exaggerate the  
14 discrepancies that were there before if they were  
15 unlimited so there seems to be some need for a limit.

16 THE CHAIRMAN: So we need some limit.

17 Page 14, item 5 says - The public questions the  
18 spending of money on school buildings and furnishings  
19 which seem too extravagant.

20 What is your opinion, are they? I have  
21 never heard teachers as a group say they were  
22 extravagant or were not extravagant. I have just  
23 never heard an opinion from the Teachers' Association.  
24 I would appreciate your thinking.

25 MRS. HODGINS: I think a new building  
26 with new furniture can look expensive -- I think  
27 generally speaking they are not. The expenditures  
28 that go into certain kinds of special equipment such  
29 as technical school equipment, commercial school

30







1 equipment, that sort of thing.

2 THE CHAIRMAN: And you are saying the  
3 type of buildings we are putting up are appropriate,  
4 that we are not too extravagant?

5 MR. FYFE: In some cases, in general,  
6 I would say so. I think one of the examples, for  
7 instance, is carpeting. In my experience what appears  
8 to be an obvious extravagance in a school building is  
9 to have carpeting, but from the teachers' point of  
10 view in terms of an instructional program, it is one  
11 of the most desirable. And I think we have also  
12 substantiated in a number of studies that it is no  
13 more expensive than the tiled floor. And the bare  
14 concrete and tiled floor are very little more  
15 expensive in the long run, in the educational benefit.  
16 But it appears to be an extravagance.

17 THE CHAIRMAN: I believe studies have  
18 shown over the longest time have shown it is a lower  
19 cost. I remember when they just put it in the library  
20 of a school.

21 MRS. HODGINS: I think one of the things  
22 the school boards might look at is their expenditures  
23 in the area of hardware where they tend to buy up the  
24 latest equipment which actually isn't in use in the  
25 local community and which the students are going to be  
26 working. They want to have a good job and perhaps they  
27 spend too much money there without thinking of the  
28 ultimate consumer and whether the students are going  
29 to be working there.

30





1 MR. TROWEL: That's interesting, that  
2 sort of came up this morning in another thing having to  
3 do with the equipping of shops, the terms used was plant,  
4 but it seems I recall hearing somebody defend that by  
5 saying in a business or in a plant there is continuing  
6 maintenance arrangement for all kinds of plant  
7 equipment machinery, as well as a certain knowledge of  
8 the application of how to use it properly. And it is  
9 quite often absent in a training situation and I think  
10 what is happening is often there is conservative - or  
11 heavy equipment is purchased where there is usually  
12 the problem of maintaining it and also the problem of  
13 replacing it.

14 Is there any validity to that in defence  
15 of buying more expensive equipment?

16 MR. FYFE: There probably is. I know  
17 at a recent meeting one of our Committees had with the  
18 Manufacturers Association representative, they  
19 expressed the concern that many of the school training  
20 situations provided more elaborate equipment than they  
21 themselves were providing in the plant.

22 Now the kinds of reasons you are  
23 suggesting here may be valid reasons from the  
24 maintenance point of view, but from the practical  
25 point of view there seems to be some criticism.

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26 MRS. HODGINS: The Hamilton Board has  
27 gone quite extensively in relation to the Chamber of  
28 Commerce -- they might have some information.

29 THE CHAIRMAN: I find most boards in  
30 my experience are advised by say four or five







1 Committees. Could this not be used in the aims and  
2 objectives as an alternative --

3 MR. FYFE: It quite possibly could in  
4 extension of some of these Advisory Committees since  
5 they are working well in some areas, but I think it  
6 needs an extension to tap the community with a little  
7 more realism. Sometimes the Advisory Committee appears  
8 to become quite isolated from the realities of the  
9 community. Somehow this seems to be a mechanism set  
10 up that really does have import. I think the attempt  
11 is there, however, and we have seen a number of  
12 situations where an extension of the Advisory Committee  
13 or an addition of the Advisory Committee has in fact  
14 almost accomplished the kind of thing that we are  
15 getting at.

16 THE CHAIRMAN: Usually when boards are  
17 getting members on the Advisory Committee they try to  
18 get members of the grass root type that you are talking  
19 about.

20 MR. FYFE: One of the problems is that  
21 very few boards - I think that is a fair statement -  
22 very few boards have Advisory Committees except for  
23 those where they are compelled to have them. I am  
24 thinking of the Vocational Advisory Committee where  
25 there is a requirement to have them. But in general  
26 Advisory Committees there are a few boards that have  
27 had - I hate to use this word - the foresight or  
28 whatever is needed to establish these in a general  
29 way.

30 They are cumbersome and they are





1       difficult and they take time and commitment to get  
2       the seed in and out. But where they have been established  
3       they seem to be working quite effectively.

4               MR. RONSON: Have they been in specific  
5       places where they have been established?

6               MR. FYFE: In a number of places. I think  
7       in Halton County --

8               MR. RONSON: We have a priorities and  
9       expansion Committee made up of the public, but it is  
10      not permanent and it is not intended to be and I don't  
11      think I would want it to be. Our basic philosophy is  
12      that when you have a problem then you get the expertise  
13      from the public for that specific problem, rather than  
14      continually having another Advisory Committee, because  
15      this gets into difficult<sup>ies</sup> with the board, when the board  
16      does not accept all their limitations and so on.

17              MR. FYFE: I do know too that the  
18      Etobicoke board has attempted to establish some general  
19      Advisory Committees that go beyond the requirements  
20      and they seem to be working quite well.

21              THE CHAIRMAN: One of the statements in  
22      here I strongly agree with is the statement that the  
23      Department of Education trustees, the teachers should  
24      show more restraint in public criticism of each other  
25      and so develop more co-operation.

26              How do you feel that we might accomplish  
27      that? In what way do you think teachers may have, shall  
28      we say, were not remiss in this? I fully agree with  
29      your statement.

30





1 MR. FYFE: I think again probably some  
2 of our statements in public have resulted again in a  
3 misunderstanding of the other point of view. I cannot  
4 recall us making too many statements that were  
5 contradictory, where we have sat there and discussed  
6 our problem beforehand. It usually arose, these  
7 contradictory statements usually arose from our lack  
8 of communication, lack of understanding, not always  
9 but I would think in a large majority of cases.

10 Had we attempted to sit down with the  
11 trustees or with officials from the Department, and  
12 understand changing points of view, or proposals for  
13 change, then we would have been able to come out and  
14 say, not necessarily in opposition but to say, we  
15 understand this to be your position and this is our  
16 position and we both know each other's position.  
17 Rather than going off and making statements which can  
18 arouse a great deal of antagonism and may not be in  
19 fact true or even close to the truth.

20 THE CHAIRMAN: We have had some  
21 instances of that in the last few months. Do you  
22 think there is a way of doing this -- the public are  
23 not really as interested in supporting education as  
24 they were back in the early Sixties when it was  
25 motherhood -- so that we are in fault as trustees  
26 and as teachers.

27 MR. FYFE: I think this is clear. I  
28 think this is clear to us. There has been a breakdown  
29 in communications and understanding which we have  
30 been party to.







1 THE CHAIRMAN: I fully agree. How do  
2 you think we might improve the situation?

3 MR. FYFE: I see a number of working  
4 relationships through trustees, through the Department  
5 and through our Project here, that we would find  
6 methods of interacting with the prime forces that are  
7 concerned in explaining our position.

8 THE CHAIRMAN: Frankly I think a lot of  
9 this information has been getting out to the press,  
10 has been coming out from teachers and trustees who  
11 really didn't understand the situation of all the  
12 facts available at the time they made the statements.  
13 Do you agree that is probably true?

14 MR. FYFE: Very definitely. We have  
15 seen evidence on our part of this on occasions.

16 THE CHAIRMAN: Recently?

17 MR. FYFE: Yes.

18 THE CHAIRMAN: Thank you.

19 MR. KERR: Mr. Fyfe, I would like to  
20 step back. You suggest that a 60-40 division of the  
21 cost between provincial and local governments was  
22 probably the best relationship to preserve local  
23 autonomy and preserve local interest. Would you see  
24 any particular threat if the province went a little  
25 further, say to a 66-33 percent split of expenses,  
26 or even to a 70-30?

27 MR. FYFE: No, I think our concern  
28 would be - and I wouldn't want you to fix on the 60-40  
29 as being a historical relation, but some sort of a

30





1 relationship that would ensure local interest, local  
2 involvement and local initiative. Now I am not sure  
3 what that cut off point is but I have a strong feeling  
4 that there is a point where if somebody else takes  
5 over too much I will lose my independence.

6 MR. RONSON: I also understood that you  
7 have no new ideas yet as to how to collect the other  
8 30 per cent or 40 per cent, whatever it is, other than  
9 through property tax?

10 MR. FYFE: Yes.

11 THE CHAIRMAN: Now you are concerned  
12 about maintaining a local difference. There is no  
13 better way of doing it than having the local people  
14 pay part of the cost. Some of the groups who have  
15 been before us are suggesting that the total cost should  
16 be paid through Income Tax.

17 MR. FYFE: Income Tax!

18 THE CHAIRMAN: Have you any thoughts?

19 MR. FYFE: That is a point I don't think  
20 we have ever considered.

21 MRS. HODGINS: The real estate tax is  
22 always problematical, but it is quite a definite and  
23 clear-cut tax and right there you can see where your  
24 money is going. So much goes to the Board of Education  
25 and you know that. You have some control over the  
26 Board's expenditures through the vote.

27 Income Tax is largely a personal thing  
28 that you pay very hesitantly and hope for the best. I  
29 think the tax on property at the moment, as long as it  
30 doesn't go too high, is a useful one.







1 THE CHAIRMAN: Then I gather you don't  
2 think the total cost of education should be paid for  
3 by Income Tax?

4 MR. FYFE: If there is a danger of  
5 removing it into a level that for some reason or other  
6 local control cannot be exercised or is difficult to  
7 exercise, then I would think we would feel rather  
8 negative. And again it comes into the kind of  
9 relationship that we have with the Federal government.  
10 It is another step removed that makes it very difficult  
11 for us to find somebody that is truly accountable,  
12 where the closer we keep it to home we have at least  
13 got the trustee there who once or twice in his lifetime  
14 is going to be made closely accountable. Where the  
15 farther we remove that accountability away and his  
16 responsibility to the electorate, the more difficult  
17 the bureaucracy is to cope with it.

18 MRS. HODGINS: If the school is going  
19 to be a community concern, it seems to me that it  
20 should be paid for in part by the community, just as  
21 you pay for your garbage collection and other  
22 community concerns.

23 MR. TROWEL: The problem seems to be  
24 that perhaps at one time the property tax was a  
25 reasonable base, but obviously things are getting  
26 more and more expensive as we become more aware of the  
27 needs and the advantages of developing education -- it  
28 is getting to the point where perhaps the property  
29 tax is no longer a just way of handling that, partly  
30





1 because of the point you made earlier about the very  
2 mobility, partly because of our provincial policy that  
3 says it will be, there shall be, equality of  
4 opportunity. There appears to be increasing pressure  
5 to find a way to properly and adequately finance by  
6 everybody in the province who feels it is right and  
7 yet will not put that load exclusively on one set of  
8 taxpayers.

9 This is where you get into the problem.  
10 How do you broaden it beyond --

11 MRS. HODGINS: Property tax only pays  
12 for a very small portion. Actually the provincial  
13 government pays for a very large portion and it pays  
14 according to the ability of the community. In other  
15 words, I really don't know what the situation is now  
16 with the County boards, but the smaller boards -- the  
17 government pays 99.9 per cent because the local  
18 people simply could not pay.

19 MR. TROWEL: That's right. That's  
20 equalization.

21 MRS. HODGINS: Yes, a strong equalization.  
22 The property tax should be kept at a reasonable level.  
23 It gives the person who is paying the tax an  
24 incentive to look at what is going on.

25 MR. TROWEL: If everyone were paying the  
26 tax would everyone have a look at what is going on?

27 MRS. HODGINS: Are you thinking of an  
28 Income Tax that specified so much percentage --

29 MR. TROWEL: Not necessarily specified  
30 in what percentage of the Income Tax was devoted to





1 that. I am just wondering, where not quite specifically  
2 defined, it might not make more people more interested,  
3 more conscious about the cost.

4 MR. FYFE: I would think that the fact  
5 that it could become more hidden would tend to detract  
6 from it. We tend to accept it as inevitable.

7 MR. TROWEL: Just like sales tax.

8 MR. FYFE: Yes. I do not think it would  
9 get the kind of attention we feel from an educational  
10 point of view that education should have for  
11 involvement.

12 MR. TROWEL: So I gather you feel it  
13 should be clearly labelled in some fashion.

14 MR. FYFE: That is right. So that  
15 someone can be accountable and it is not buried. We  
16 can easily identify who is responsible and what is  
17 responsible.

18 THE CHAIRMAN: Mr. Fyfe, I gather that  
19 you as teacher, really what you are asking for, are  
20 clearly defined objectives which can be measured,  
21 what you want to be held accountable for.

22 MR. FYFE: Yes.

23 THE CHAIRMAN: At the present time I  
24 gather the statement is in one of the Briefs. You  
25 are operating without clear direction.

26 MR. FYFE: That's right, but we are  
27 being held accountable for.

28 THE CHAIRMAN: How do you think this  
29 is going to the cost of education, the quality of  
30 the problem?







1 MR. FYFE: I think the costs have been  
2 blamed for the increase in cost has been largely laid  
3 at the doorstep of education, and perhaps undeservedly.  
4 That is one of the things that the evaluation process  
5 also has become very confused because the objectives  
6 and the evaluation follows from objectives, the  
7 evaluation process has become very confused as well.  
8 We are not able to state in any kind of understandable  
9 terms just what we have achieved, because we didn't  
10 know what we were supposed to achieve in the first  
11 place.

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12 THE CHAIRMAN: Getting back to the  
13 previous question on residential tax, there has been  
14 quite a few complaints by people on fixed incomes,  
15 and when I say that they are usually talking pensioners,  
16 their ability -- have you any thoughts on whether such  
17 people should be paying school tax at all, because  
18 they no longer properly have children in the school  
19 system.

20 MR. FYFE: I think we have examined this  
21 issue and the argument is that everyone benefits  
22 regardless, so everyone should pay for it. Now albeit  
23 it might be somewhat indirect that the benefit is  
24 being achieved. Our problem is, I think, and our  
25 attack would be to get rid of the fixed income, and  
26 we have made a variety of proposals, as far as  
27 teachers are concerned, and we have a number of  
28 teachers on fixed income, to decide some way round  
29 fixing their income.

30

But I would think their argument is very





1 powerful when their income is fixed. I think the point  
2 that their income should not be fixed, I think there  
3 should be some method of escalation to keep their  
4 incomes within - bearing some resemblance to the present  
5 costs.

6 THE CHAIRMAN: I think there is a form,  
7 when they adjusted the Old Age Pension Plan --

8 MR. FYFE: Yes, but it does not go far  
9 enough.

10 THE CHAIRMAN: I really haven't studied  
11 it well enough to say that, but I think just recently  
12 the medicare costs of all pensioners is now paid for  
13 by the province.

14 MRS. HODGINS: There have been some plans  
15 where rebating, or giving pensioners some leeway with  
16 regard to property taxes --

17 THE CHAIRMAN: We are getting down to the  
18 end of our time, but how would you summarize your  
19 feeling. Are the people of Ontario getting good value  
20 for the dollar they have been investing in education,  
21 approximately two billion dollars per year?

22 MR. FYFE: I think where we could make  
23 a statement is to say, in the studies that we have  
24 done in other aspects, when we are talking about  
25 negotiation procedures, there was another Minister's  
26 Committee to examine that, which led us into examining  
27 the number of teachers and so on, I think it would be  
28 a fair statement to say that we have probably got as  
29 fine a major educational jurisdiction as exists  
30







1 anywhere in the world. It certainly seems to be true  
2 in Canada, in our studies I think we can say this is  
3 true in North America and we are probably talking about  
4 facilities in any major jurisdiction, anywhere.

5 Our concern, primarily is to make it  
6 better. We do not think from the teachers' point of  
7 view, that we have the best. The best possible  
8 situation. We think we have a good one and we would  
9 like to see it better still.

10 Perhaps one of the finest things was  
11 division in the past that took or removed education  
12 and educational division from the control of the  
13 politician. When we look at some of the things that  
14 are desirable in other jurisdictions where the  
15 politicians have a large measure of control, we do not  
16 see the kind of progress in education that we think  
17 we have made in Ontario. Wherever that division came  
18 from, came back from Ryerson somewhere, we think that  
19 this is part and it has helped our Province to have  
20 one of the best and finest in the world.

21 THE CHAIRMAN: I gather you prefer to  
22 have the responsibility for schools under School Board  
23 than under a City Council. Is that what you are  
24 saying?

25 MR. FYFE: Very clearly. Very clearly.

26 THE CHAIRMAN: I will not comment on  
27 that because I hold very strong views on that.

28 MR. RONSON: There is some of us who  
29 would agree.  
30





1 THE CHAIRMAN: How do you define a  
2 politician? This is completely off the record but I  
3 am interested.

4 MR. FYFE: Well in our terms it would be  
5 anyone whose dedication is not towards education  
6 primarily.

7 THE CHAIRMAN: He might be using the  
8 education system for his own political advancement?

9 MR. FYFE: I would suggest he fits very  
10 nicely into my definition as a politician.

11 THE CHAIRMAN: Into mine too.

12 MR. FYFE: These have caused us a few  
13 problems.

14 THE CHAIRMAN: Mr. Fyfe, thank you very  
15 much for coming today and for putting in your Brief.  
16 If we have any further questions that occur to us,  
17 as a result of today, or further studies that we are  
18 doing -

19 MR. FYFE: We would be pleased to send  
20 them to you.

21 THE CHAIRMAN: Thank you very much.

22 We will have a five minute break.

23  
24 --- Short recess at 3:25 p.m.

25 -----

26

27

28

29

30











1 --- Upon resuming.

2 Organizations & Groups Brief #19

3 ONTARIO BUSINESS EDUCATION ASSOCIATION

4 THE CHAIRMAN: We would like to welcome  
5 you and thank you for putting in a Brief which we  
6 assume we have all read, and if you would like to tell  
7 us a bit about your Association, if you have anything  
8 further to add to your Brief, please do so and then  
9 we will have a few questions we would like to ask.

10 MISS ANDERSON: Dr. McCarthy and members  
11 of the Committee on the Costs of Education, I would  
12 like to thank you for your interest in our submission  
13 and to express my appreciation to Dr. McCarthy for  
14 inviting us to meet with you today.

15 I would also like to introduce to you  
16 Mr. William McAdam, the second Vice President of our  
17 Association, and the Chairman of the Committee which  
18 prepared the submission.

19 The Ontario Business Education  
20 Association was founded in 1895. It is one of the  
21 largest sections of the O.E.A. It represents  
22 professionally over 4,000 teachers of business subjects  
23 in Ontario. It is dedicated to assisting the classroom  
24 teacher to meet the needs of our students through  
25 research, program development and service training,  
26 provision of sources and material which assist  
27 teachers in the classroom.

28 The vitality of the organization is  
29 evidenced by the excellent attendance at our annual  
30





1 workshops and conferences. Last fall over 900 business  
2 teachers attended workshops in North Bay -- in addition  
3 many, many workshops have been held throughout Ontario  
4 in such places as Fort Francis, Thunder Bay, Oshawa  
5 and Welland. The annual conference held in conjunction  
6 with the O.E.A. affords all O.E.A. members another  
7 opportunity to develop professionally. Our members  
8 are kept informed of the changes in business methods  
9 and up-dated in new techniques / through the publication of  
10 the news letters.

11 Our resource booklet entitled "Modern  
12 Approaches to Business Educational Learning" highlights  
13 business teaching approaches each year. The emphasis  
14 in the current one is on Projects in group methods  
15 as applied to specific business subjects.

16 Since 1946 we have sponsored competitions  
17 in which students from all over Ontario show great  
18 interest in the opportunity this provides for them to  
19 meet and compare their work. The steadily improving  
20 results would indicate the use of improved teaching  
21 techniques.

22 The Ontario Business Education Association  
23 holds the second Canadian Conference on Business  
24 Education at Niagara Falls in 1969, and Ontario members  
25 contributed much to the formation of the Canadian  
26 Association of Business Education teachers, and are  
27 actively working in this interest.

28 This organization was formed to  
29 stimulate business education in Canada and to provide  
30





1 a means for communicating ideas of business teachers  
2 across the country. All members of the Ontario Business  
3 Education Association automatically become members  
4 of the National Association. The Executive and 39  
5 Councillors representing all districts in Ontario have  
6 the satisfaction of knowing that they are helping to  
7 provide improved curriculum and improved teaching  
8 methods for the students enrolled in business subjects  
9 in Ontario.

10 Now I would like to ask Mr. McAdam to  
11 elaborate how the survey on businesses is conducted  
12 from our Brief.

13 MR. McADAM: Mr. McEwan and members of  
14 the Committee, Dr. McCarthy and members of the press,  
15 I would also like to thank you for the opportunity of  
16 meeting with you today. As outlined in our brief the  
17 majority of students taking business education subjects  
18 in our high schools enter employment on graduation.

19 I would like to comment further on  
20 some of the surveys which are conducted and which were  
21 mentioned in the Brief. First of these surveys were  
22 conducted by our Association in the spring of 1971.  
23 The survey was sent to all business educational  
24 Directors in the 570 high schools of Ontario, and  
25 replies were received from 325. The results were  
26 summarized and a complete copy of the results is  
27 attached to the Brief as Appendix B.

28 While it was felt that the results would  
29 all be of interest, the answers to question 25 is the







1 one particularly applicable to the Brief. It shows  
2 that over 80 per cent of the graduates in business  
3 education go directly to employment.

4 Another survey was conducted by the  
5 Ontario Business Education Association in January 1972.  
6 Businesses were surveyed in five places in Ontario,  
7 namely Fort Francis, Goderich, Huntsville, Leamington  
8 and Renfrew. The purpose of this survey was primarily  
9 to provide some idea of the type of equipment used in  
10 business and typewriters in particular.

11 Forty-five firms replied and the results  
12 are summarized, as attached to the Brief as Appendix A.  
13 This survey showed 55 per cent of these firms used  
14 mainly electric typewriters. A survey was conducted in  
15 the Borough of Scarborough in the fall of 1971, a copy  
16 is attached as Appendix C and the results of this  
17 survey shows a much higher percentage of firms using  
18 electric typewriters, namely 76.8 per cent.

19 The other survey mentioned was one made  
20 to determine the cost of marketing equipment in the  
21 high schools. One hundred schools where it was known  
22 that marketing was being taught were surveyed, and 69  
23 schools replied. These schools were asked to submit  
24 the total amount spent on equipment and furnishings  
25 for their merchandising and marketing rooms.

26 This will give you a little more detail  
27 on the surveys that we conducted in connection with  
28 our Brief. If there any further questions I would be  
29 pleased to try to answer them.  
30





1 In conclusion I would just like to say  
2 that our Association feels that business education is  
3 a very important role in our high schools, both in the  
4 area of skilled training and general education.

5 THE CHAIRMAN: Mr. McAdam, there is one  
6 statement on page 1 that seems to be in conflict with  
7 one of the objectives with the Province of Ontario.  
8 The objective is that the average student should have  
9 the opportunity to achieve his or her maximum  
10 potential. Now you are saying that lengthy preparation  
11 is neither necessary nor economically practical.  
12 We have had other groups here who said probably each  
13 person during their lifetime will have four careers.

14 Is there a conflict here in which you  
15 are saying the objectives in the educational system  
16 in Ontario?

17 MR. McADAM: What we are saying is our  
18 students are mainly concerned with going to employment  
19 at the end of what we call Grade 12, and their main  
20 concern was preparing themselves for a job. I do not  
21 feel that there is a conflict there.

22 DR. PHILLIPS: Do you feel the  
23 potential benefits that they might gain from a better  
24 rounded education? You say, for example, it would  
25 not suit them or their parents or their prospective  
26 employers to extend their education.

27 MR. McADAM: Right.

28 DR. PHILLIPS: So you purposely exclude  
29 the preparation for immediate posting into businesses?

30





1 MR. McADAM: Well there are many who  
2 will go on further, but at the same time there are many  
3 we feel that do not have a desire to go further and  
4 that we are providing them with the means to earn a  
5 living at the end of their Grade 12. But there are  
6 many who will go on and we feel that our general  
7 business subjects provide them with a general good  
8 overall view of business, when they do go on.

9 Then we have our skilled training  
10 subjects as well to give them employment.

11 MR. KERR: Those who go on with  
12 continuing education, where do they receive most of  
13 that education, in which institutions?

14 MR. McADAM: Probably going on to  
15 Community Colleges and some, of course, go on to the  
16 Universities. We used to have a 5 year Business and  
17 Commerce program where students went ahead to the  
18 University with taking a couple of Business and  
19 Commerce subjects. From the 4 year Business and  
20 Commerce course they used to go on to the Business  
21 Colleges, or Community Colleges.

22 DR. PHILLIPS: Would you say that for a  
23 student who is going to study business at University  
24 or at one of the Community Colleges, that he would be  
25 better advised to take business training in the  
26 secondary school or leave this until his post-secondary  
27 work?

28 MR. McADAM: It might give him an idea  
29 of whether he thinks he would like a career in business  
30 subjects. It gives him an overall view or some







1 insight into business.

2 MISS ANDERSON: It would probably enable  
3 him to go a little further, particularly if he was  
4 going to a Community College, he would be able to  
5 extend his studies further with his background.

6 DR. PHILLIPS: If we could turn, Mr.  
7 Chairman, to the subject of hardware which has been  
8 brought up once or twice previously, in your Brief  
9 you mentioned the case of electric typewriters. You  
10 say the above figures illustrate the need to provide  
11 modern equipment to meet the demands of employers.  
12 I would not dispute this need, as it exists today,  
13 but I would like to hear your opinion so as to the  
14 appropriate methods of financing this.

15 The question is related, I think, or  
16 at least in my mind, the question of in-service training,  
17 that is training of the students who through some  
18 arrangement with business and commerce rather than the  
19 educational system taking on the responsibility solely  
20 of providing the cost of equipment for appropriate  
21 training.

22 And I would be grateful if you could give  
23 us your comments on that?

24 MR. McADAM: You mean well --

25 DR. PHILLIPS: What is your attitude  
26 towards in-service training? What has your Association  
27 done or been able to do, if anything, up to this  
28 point along that line. And secondly, the question of  
29 financing itself of the hardware involved.

30





1 MR. McADAM: We are interested in in-  
2 service training with business and most schools now  
3 have one or two week programs where our secretarial  
4 or marketing or data processing students go out to  
5 work with businesses where we hardly feel this is  
6 sufficient time, although it does give them some idea  
7 of how business actually operates. And that was one  
8 of the questions in the Appendix B of the school survey.  
9 We asked them how many sent their students out to  
10 work. I am not sure what question that would be --  
11 but it is whether they have work experience programs  
12 and the majority of them do. The majority of them  
13 have just a one week program, some of them have two.  
14 We would be in favour of more time really.

15 DR. PHILLIPS: Do the businesses assume  
16 any of the obligations for providing training, or is  
17 it just a sort of tour?

18 MR. McADAM: No, they are to provide  
19 the students with actual on the job training and  
20 there is to be somebody work along with the students  
21 and we don't want them to go in and be put in a corner  
22 addressing envelopes. We like to have them work on  
23 the job under somebody's supervision, and see what  
24 is actually going on.

25 MRS. FARR: Mr. McAdam, I don't know  
26 much about business education but if a student learned  
27 to type on a manual typewriter, would it be very  
28 difficult to then type on an electric typewriter?

29 MR. McADAM: Well it wouldn't take  
30 that long to adjust. I feel myself, maybe Miss





1 Anderson could answer that easier. I think it would  
2 be probably easier to go from a manual to an electric.

3 MISS ANDERSON: I think there is a  
4 disadvantage when they go for a job interviewing if  
5 they have not had some practice on an electric. We  
6 are not saying that all machines should be electric.

7 MRS. FARR: You feel that the business  
8 community are expecting them to have had experience  
9 on an electric?

10 MISS ANDERSON: Yes, and it does take  
11 at least two weeks to adjust to the difference.

Belt 22 12 MR. RONSON: Mr. Chairman, I don't think  
13 I quite understand the Brief in this sense. Are you  
14 people now looking at the academic in the skilled  
15 subjects or business subjects. Are you in favour of  
16 proportionately, at the present time for the students  
17 that you have, do you think there should be more  
18 business subjects. Or what you are concerned about,  
19 the possible erosion of the business subjects towards  
20 putting in more academic subjects and having less  
21 business subjects. It is not clear to me what your  
22 Brief - what your concern is.

23 MR. McADAM: I think we are fairly  
24 satisfied with what we have now. We just feel we  
25 would like to continue offering the courses that we  
26 have and at the same time to be able to keep up our  
27 equipment so that we can send out students who are  
28 familiar with what they are going to come across in  
29 business.

30









1 MR. RONSON: What would prevent you  
2 from continuing to offering them these subjects?

3 MR. McADAM: I suppose shortly it is  
4 money -- for providing equipment.

5 MR. RONSON: When you say shortage of  
6 money -

7 MR. McADAM: To provide the proper  
8 equipment.

9 MR. RONSON: The board might make the  
10 that  
11 decision/because these are more expensive subjects  
12 they might be more inclined to teach -- to have other  
13 subjects taught rather than business subjects.

14 MR. McADAM: It is a possibility.

15 MR. RONSON: In order to save money.

16 MR. McADAM: Yes. Data processing is  
17 one area that is fairly expensive and something that  
18 a lot of schools are just getting into now, where  
19 equipment has been --

20 DR. PHILLIPS: To what extent do your  
21 students have access to computers?

22 MR. McADAM: I couldn't say myself--  
23 we do not have the information on that. I do not  
24 think it is a very large percentage yet. I think a  
25 lot of schools are just offering a principal course  
26 where they are just introduced to data processing.

27 DR. PHILLIPS: In the case of schools  
28 that do have such access, would it be within their  
29 own school?

30 MR. McADAM: I think it is mainly  
terminals they would have in their own school.





1 THE CHAIRMAN: How costly is this to  
2 provide?

3 MR. McADAM: To provide a terminal? I  
4 have figures for my own school. My own County was  
5 considering this thing, they wanted something in the  
6 area of data processing because we have very little.  
7 They have a computer in one of the schools, they have  
8 a small computer in one and they are thinking of  
9 putting computers in the other seven schools. I  
10 cannot recall the figure. We did have a figure on  
11 the cost of terminals, but I am sorry, I do not have  
12 it. It was a monthly charge -- it seems to me six  
13 or seven hundred dollars a month, but I am not sure  
14 of this.

15 MR. KERR: Do you feel that the  
16 secondary school is the proper place for advanced or  
17 computer training, or should it be left to the  
18 Community Colleges and other institutions?

19 MR. McADAM: We appointed a man now for  
20 those courses in the high schools. We have a  
21 principal's course offered at the Grade 10 level and  
22 programming course at the Grade 11 level, and a  
23 systems course at the Grade 12 level. I would think  
24 they could be given a good understanding of computers  
25 at the high school level, perhaps they would want  
26 to advance further, if that is their wish for a  
27 career. Perhaps a Community College or University  
28 would be the place for those, but it gives them an  
29 idea of whether their interest is in that as a career  
30





1 to expose them at the high school level.

2 MISS ANDERSON: I think too it is part  
3 of their general education, because they will all have  
4 to deal with one in one way or another.

5 THE CHAIRMAN: Mr. McAdam, you stated  
6 80 per cent of your students graduate to employment.  
7 What happens to the other 20 per cent?

8 MR. McADAM: Some go on to Community  
9 Colleges. We are dealing mainly with girls in  
10 business education programs. The majority of girls --  
11 of course some of them get married and never go to  
12 employment -- but of that other 20 per cent I would  
13 think the majority would go on to Community Colleges.  
14 If at the time of this survey they were still coming  
15 out of the five year business and commerce program,  
16 some were going on to University, but most of them  
17 would be to Community Colleges.

18 THE CHAIRMAN: Are any of your graduates  
19 having difficulty finding jobs?

20 MR. McADAM: No, not so far. It seems  
21 one area we are able to find jobs, secretarial,  
22 business education courses.

23 THE CHAIRMAN: How many years of secondary  
24 school do most of your students have?

25 MR. McADAM: Usually four.

26 MR. TROWELL: Miss Anderson or Mr.  
27 McAdam, I have a problem in your submission that you  
28 are saying that there are a certain number of students  
29 who feel after they have reached a certain point in  
30





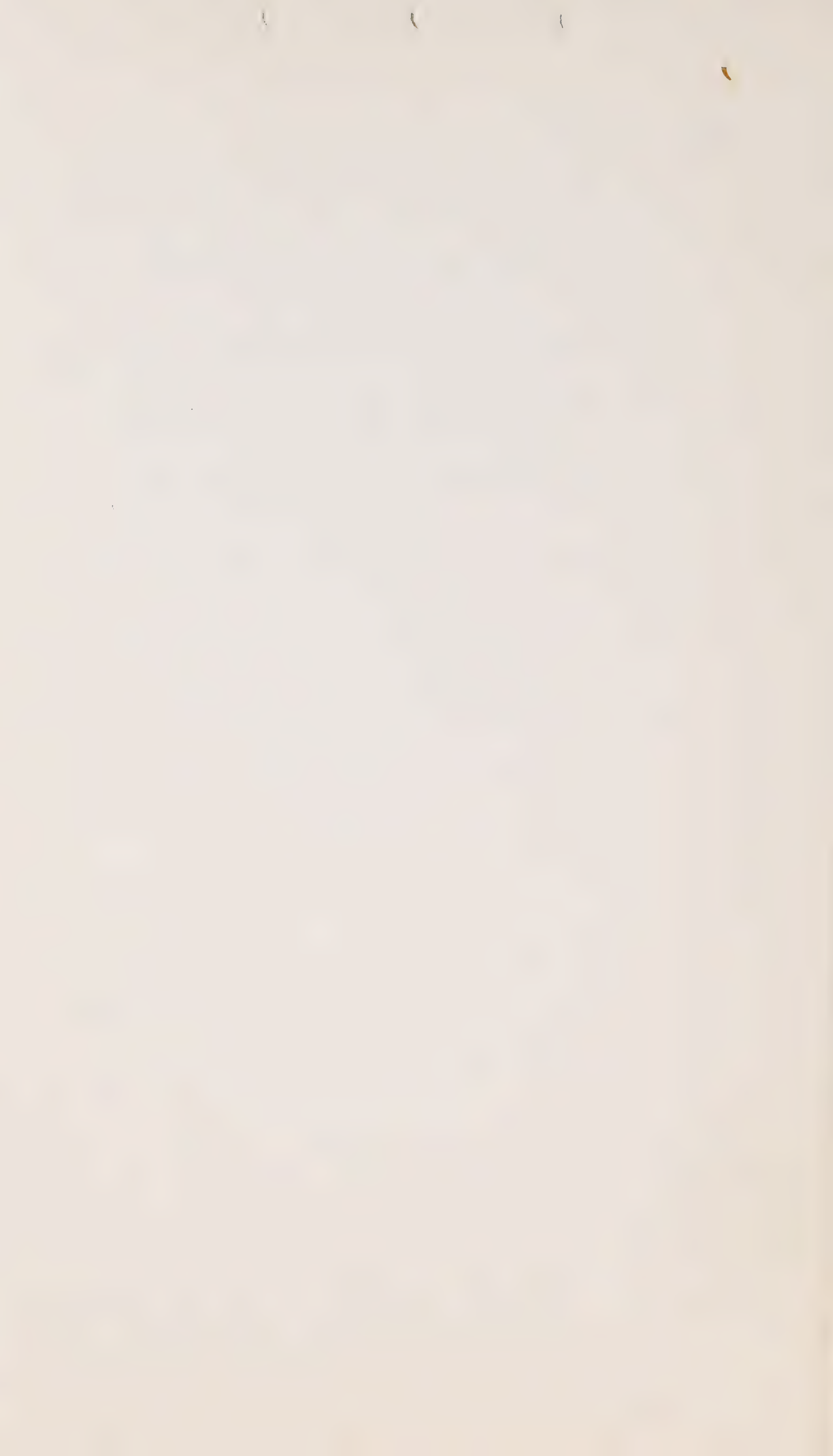


1 terms of formal education, that they are compelled to  
2 go out and get a job or want to go out and get into  
3 the labour force, get working, you suggested there  
4 are I think social, cultural influences which may  
5 influence that to a very large degree, and I think it  
6 would be helpful to the Committee and also to have it  
7 on the record just what it is those influences are  
8 and how did you arrive in determining that?

9 MR. McADAM: Well, for example, from my  
10 own area I come from a rural community and large  
11 farming area, and we seem to have a lot of our  
12 students that want to go to work right at the end of  
13 four years of high school. It is perhaps their own  
14 wish or their families wish that they go out to work  
15 at times, and in a lot of cases it has not been  
16 economically possible to send them on for further  
17 education.

18 Perhaps Miss Anderson could say something  
19 on this.

20 MISS ANDERSON: Well I think in Toronto  
21 there are many families who perhaps for different  
22 reasons they feel that at the end of high school,  
23 whatever, the student should go to work. That is  
24 what they actually believe. That is their philosophy  
25 and the students seem to want to go to work. In fact  
26 they don't even want to continue in high school,  
27 because most of my students seem to have worked on  
28 weekends or after school and they are interested in  
29 getting a job, and because of their family situation





1 they cannot really afford to do without the job any  
2 longer, and they find employers willing to hire them  
3 and they are quite happy to take the job.

4 THE CHAIRMAN: Mr. McAdam, what percentage  
5 of students in your schools are taking this commercial  
6 streaming?

7 MR. McADAM: Well when we were separated  
8 into technical, commercial and academic, we used to  
9 have about 23 per cent. I suppose now, we are on the  
10 credit system with options, I would say, if anything,  
11 we are just slightly higher, in total choice of  
12 courses. Probably around 25 per cent.

13 THE CHAIRMAN: Did it ever reach a third  
14 of the anticipated organized programs?

15 MR. McADAM: I don't believe it did.

16 MRS. FARR: Could I ask a question about  
17 the paragraph in the middle of the page, on page 5.  
18 I just got a little bit lost there. The question of  
19 the use of the facilities as "Individual skill  
20 development" -- would you explain this paragraph to  
21 me.

22 MR. McADAM: Well this is where they  
23 would be operating as a group, perhaps setting up a  
24 school store and --

25 MRS. FARR: You mean the business  
26 students or some of the students?

27 MR. McADAM: The business students,  
28 and operating as a group have a school store, for  
29 instance. One might be in charge of the inventory,  
30 one might be in charge of the cash register, and they





1 would actually be selling items in the school to the  
2 school store. So that they would be operating cost  
3 control -- inventory control; someone would be in  
4 charge of keeping the books, so they would be familiar  
5 with accounting. They are operating the whole process  
6 as a group.

7 DR. PHILLIPS: They are actually buying  
8 and selling, this is not just a paper operation?

9 MR. McADAM: No.

10 DR. PHILLIPS: The clause in the middle  
11 paragraph, page 5, mentioned in your survey, which  
12 asks about the cost total - this was \$190,000, the  
13 average \$2,764 -- this is for the market laboratory  
14 only?

15 MR. McADAM: Yes.

16 DR. PHILLIPS: And this \$2,700 figure  
17 would include the operating costs?

18 MR. McADAM: No, this was only the  
19 operating equipment, when the room was set up.

20 MRS. FARR: Further in this paragraph,  
21 when question of the use of facilities as individual  
22 skill development or decision making by a group,  
23 these schools declared themselves at a 2 - 1 ratio  
24 for the student group decision making progress.

25 Could you explain that paragraph to me?

26 MR. McADAM: Well these teachers that  
27 were serving, the 69 that replied, they were more in  
28 favour of group work rather than a student working  
29 on his own. They were 2 to 1 in favour of group work.

30 MRS. FARR: A group running a store?







1 MR. McADAM: Well that is just one  
2 example.

3 THE CHAIRMAN: Well Mr. McAdam, the  
4 surveys you took, you know our terms of reference,  
5 what conclusions could be reached by this Committee by  
6 the surveys which you have taken, that are pertinent  
7 to our terms of reference?

8 MR. McADAM: You mean as far as our Brief  
9 is concerned -- what we really were concerned with  
10 there was the number of our students that wanted to  
11 go to work. Our other survey shows that business was  
12 willing to employ them and we wish to ensure that we  
13 are able to continue to offer this corps of subjects  
14 that we have at the present time and have sufficient  
15 money available to provide equipment to keep up to date  
16 so that our students going out to work will be up to  
17 date.

18 THE CHAIRMAN: Your concern is that funds  
19 may be cut back?

20 MR. McADAM: Yes.

21 THE CHAIRMAN: Why are you concerned?

22 MR. McADAM: Because we feel that, well -  
23 we surveyed electric typewriters because that is one  
24 area; a lot of schools have a lot of manual typewriters  
25 still being used and that is one area that it is going  
26 to cost a little more money to change them over. As  
27 you are training on manuals you can get more electrics  
28 into the school, at least 50-50 or some ratio like  
29 that, but I am sure it's a lot less than that now in  
30





1 high schools and it is going to cost more money.

2 The other area where it is probably going  
3 to cost some money is in the area of data processing.

4 MRS. FARR: What is B.O.M.?

5 MR. McADAM: Business Organization and  
6 Management, a course that is offered in business  
7 education.

8 MRS. FARR: Why do you think that there  
9 has been a decrease in these three subjects: shorthand,  
10 B.O.M. -- is there not sufficient demand in the  
11 business community for the graduates in these subjects?

12 MR. McADAM: In the credit system,  
13 shorthand has fallen down. There is not as big a  
14 demand for it and business organization and management,  
15 we have probably too many courses offered in that.  
16 There is business finance as well and business law.  
17 Business law is very popular, and business organization  
18 and management there doesn't seem to be much choice  
19 for it; accounting, since we have mainly girls, I  
20 think they are not as interested in following a career  
21 in accounting as boys would be. So it is mainly boys  
22 that use the accounting course, but since they are  
23 smaller numbers it is one of the smaller course choices.

24 MRS. FARR: I notice accounting is one  
25 of the subjects that a high school graduate has  
26 sufficient skill in.

27 MR. McADAM: Yes, 50-50 there. Maybe  
28 that is the problem.

29 THE CHAIRMAN: What is the difference  
30 between manual typewriters and electric typewriters.





1 How much money are we talking about, converting the  
2 typewriters in the Province of Ontario for our purpose?

3 MR. McADAM: Well it depends on the  
4 quantities you buy. I have been able to trade a manual  
5 typewriter with a trade-in, with a difference of about  
6 \$170. I just got prices, I was thinking of trading  
7 some electric typewriters and the difference would be  
8 about \$270. Now this is with trade-in again, so there  
9 is a difference there of \$100, and the \$225, maybe  
10 \$150 more for a typewriter.

Belt 23 11 THE CHAIRMAN: Does it really matter  
12 though how you train the girls? They have to use  
13 either one when they go out to work.

14 MR. McADAM: Well that's right. Another  
15 thing we did, was where business did expect girls to  
16 be proficient on electric typewriters when they come  
17 out, and there was something over 70 per cent  
18 suggested they did expect them to be. When they go  
19 for a lot of jobs, they just sit down in the office  
20 and give them something to type and if they have never  
21 used an electric typewriter they just fall to pieces  
22 and they do not do well.

23 THE CHAIRMAN: One of the interesting  
24 things about this, we had a group here this morning  
25 who criticized the school system for having too  
26 elaborate school equipment, the business community  
27 could not afford, and you are now saying you haven't  
28 got equipment that the business community is using.

29 MR. McADAM: I don't think our equipment  
30 is elaborate. I think we have mainly manual typewriters









1 in the province. I don't know if we went to electric  
2 typewriters, if you could really call that being  
3 elaborate. We would not need fully electric typewriters  
4 but there should be a good proportion of them electric.

5 MR. TROWEL: This morning they were  
6 talking about shop equipment, for example, probably  
7 at the level of equipment they wouldn't have in their  
8 own plants, and here when I hear you say that your  
9 students need some familiarization with equipment  
10 which they are going to find when they go out to get  
11 a job, not what they are not going to find.

12 MR. McADAM: Yes, that's what we want  
13 to provide because it seems right now business is  
14 switching to electric typewriters and we should be  
15 able --

16 THE CHAIRMAN: So you are not concerned  
17 with the imposition of tax, ending ceilings or reduce  
18 the amount of money going into your programs?

19 MR. McADAM: In our area we have not  
20 felt that.

21 MISS ANDERSON: This can always happen.

22 MR. McADAM: I think maybe I am in a  
23 fortunate area.

24 THE CHAIRMAN: Do the members of the  
25 Committee have any other questions?

26 MR. TROWEL: I just have one thing  
27 that goes back to an earlier question I put to you  
28 and that was, this is the one that relates to the  
29 philosophic position that a student should have an  
30 opportunity to achieve their maximum potentials.





1       What I think I hear you saying is that with a lot of  
2       your students really don't have any aspirations at the  
3       moment to go beyond that particular level. Their big  
4       ambition is to get out and get working and have a job.  
5       That would be very satisfying.

6               MR. McADAM: Yes.

7               MISS ANDERSON: This does not prevent  
8       them going on later, because we do try to instill that  
9       in them.

10              MR. TROWEL: And it is their choice,  
11       they are not being thwarted or frustrated in their  
12       desire to go on. They literally want out right now?

13              MR. McADAM: That is right. We have a  
14       problem sometimes trying to keep them there for even  
15       the four years.

16              THE CHAIRMAN: I believe you have answered  
17       all the questions that we have. Thank you very much  
18       for coming today and submitting a brief.

19              MR. McADAM: Thank you very much.

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Organizations & Groups Brief #24PROLOGUE TO THE PERFORMING ARTS

THE CHAIRMAN: Mrs. Armstrong, would you introduce the people who are with you here today?

MRS. OSLER: I will correct you, I am here as Chairman of the Public Relations Committee, Mrs. Osler, and Mr. Elder who is the Secretary of our Board is going to do all the talking and introducing and on his left is Miss Carr who is our administrator.

THE CHAIRMAN: That's unusual. One man in the crowd can do all the talking, so good luck.

MR. ELDER: Mr. Chairman, members of the Committee, by way of background Prologue is an unusual organization. It was formed in 1966 as a result of some preliminary discussions held with both Performing Arts organizations and school boards and other authorities. Its purpose is stated in its charter as being for educational purpose to introduce to school authorities, performing arts of a high professional calibre and that at the minimum possible cost.

In its initial years it commenced by developing a package of performing arts programs which could be made available to boards in theory to introduce children to high quality performing arts programs of various sorts, that is drama, dance, music and so on.

The arts forums were very well received, with the result and as you can see from the Brief that was submitted, the performances have risen





1 rapidly from say 100 performances during the initial  
2 year to approximately 600 currently. The programs  
3 are particularly tailored to the audiences that they  
4 serve during the period of time that has been found,  
5 for example, children in the Kindergarten to Grade 3  
6 level, require a different kind of stimulation, a  
7 different kind of presentation than do either the 4,  
8 5 and 6 level and so on, up through the school system.

9 When initially introduced, the programs  
10 for reasons of convenience, really, in scheduling in  
11 song were introduced at the Grade 7, 8 and 9 level.  
12 Since that time the programs and various art forums  
13 have been extended throughout the school system.

14 The earliest times of the programs in  
15 the Metro Board area, they have now spread throughout  
16 the province and some 40 Boards of Education and other  
17 school authorities are actively purchasing performances.  
18 The cost of the program has, for obvious reasons, been  
19 kept to a minimum in order to allow Boards to  
20 participate. This has been done through the co-operation  
21 of performing companies who have developed programs  
22 on a cost basis for presentation to the school boards,  
23 and in fact there is a provision in our arrangement  
24 with the Performing Rights organization that the budgets  
25 have to be reviewed each year to see whether there was  
26 a profit or loss made on the productions and this is  
27 taken into account in developing the program costing  
28 for the ongoing year.

29 Prologue is essentially a liaison. It  
30 develops programs and plans and scheduling in conjunction





1 with the school board. It provides the co-ordinating  
2 force with the performing companies who are involved  
3 in the program. Clearly it can advantageously  
4 co-ordinate these functions and lead them in a way  
5 which individual companies could handle or develop.  
6 The boards, I think, in respect find useful the  
7 ability to have packages of programs developed in one  
8 format for them. Mostly it prevents people from  
9 knocking on doors.

10 The cost of a program, of course, has  
11 been assisted in various ways. Firstly through the  
12 Ontario Arts Council which has given increasing  
13 assistance over the years and particularly to facilitate  
14 the extension of the program throughout the province.  
15 It is also assisted by very extensive volunteer  
16 effort, such as through the Board of Prologue, which  
17 has some 20 active members, but through various kinds  
18 of contributed effort, volunteers who work in schools  
19 to provide actual working contacts between performing  
20 groups and staff and so on.

21 The kinds of development that are taking  
22 place in these schools reflect a continued working  
23 and consultation with the boards. Prologue originally  
24 offered strictly performances to schools. Actively  
25 under consideration are extension of these programs,  
26 not just for example the question and answer period  
27 which would follow a performance, for actors or other  
28 performers would sit at the front of the stage and  
29 talk back and forth with the audiences. For example,  
30







1 the sending of resource personnel into these schools  
2 to develop presentations on a particular program.  
3 Some of the art forums are actually workshops for  
4 teachers given now. It is very much alive in the  
5 creative elements program.

6 All of this is part of the working  
7 process, if you like, between the performing companies,  
8 Prologue which is the middle man, and the various  
9 educational authorities. In essence the reason why  
10 we have put in a Brief is that we feel quite strongly  
11 the time has come to recognize that the arts ought to  
12 be an integral part of the educational system.

13 When the progenitors of Prologue first  
14 met, one of the things they discovered was that at  
15 least in the Metropolitan Toronto area there was some  
16 3 or 4 per cent of the population who would take their  
17 children to performing companies presentations.

18 What Prologue wanted to get at in part  
19 was some kind of every child's heritage, whether you  
20 produce a spectator or someone who is actively  
21 involved in the arts in the long run, in either case  
22 you have either developed or stimulated or involved  
23 an appreciation in art forms. And you have done it  
24 perhaps in an active fashion and enlarged on the  
25 kinds of activities.

26 Sometimes many school children have  
27 had the opportunity to go to Art Galleries or go to  
28 Museums, some of the visual art forms, but the  
29 performing companies and their programs have only  
30





1        been available on a hit and miss basis. It is our  
2        feeling that particularly in a world with a little more  
3        leisure time, that the school is the place where some  
4        appreciation of the art form should be developed and  
5        encouraged and in fact we feel the art forms are  
6        a stimulous to the creative side of the children and  
7        a thorough Kindergarten through Grade 13 program  
8        should be built into the educational program.

9                        Whether this is by a per child allowance  
10       or what system is involved, it is open of course for  
11       consideration, but we feel it should be considered in  
12       the overall cost mechanism.

13                      The arts have come a long way in taking  
14       programs into the schools, but still with some 40  
15       boards covering and not every child in every board,  
16       there is much to be done to provide full coverage that  
17       we feel would be appropriate.

18                      This really is the thrust of our  
19       presentation, to ask the Committee to recognize that  
20       there is a need for costing of the arts in the  
21       educational budget.

22                      THE CHAIRMAN: Thank you Mr. Elder. In  
23       looking over your submission, I notice that in 1970-71  
24       you realized about \$220,000 from school fees. And  
25       that this dropped to \$135,000 the following year. Now  
26       you did have an Ontario Council grant, but did you  
27       run a deficit that year, 70-71-72?

28                      MISS CARR: If I could just speak to  
29       that. That particular year the deficit was really  
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1 covered through receiving assistance, increased  
2 assistance from the Council. Had there not been  
3 increased assistance we would have gone on the deficit,  
4 but we applied really on the basis of that loss that  
5 occurred in this past season.

6 THE CHAIRMAN: You had to reduce your  
7 total program I believe.

8 MISS CARR: That is right. The reduction  
9 came, I think perhaps I could show you precisely where  
10 this occurred, in terms of program reduction.

11 If you look at Section A, the Company  
12 and Program Expansion, you will notice that in 1971-72  
13 the current season we dropped from 316 performances  
14 in Metro than the year before, to 199 performances  
15 this current season. Mainly through budget problems.  
16 This took its greatest toll on our senior companies,  
17 our most expensive companies which in turn our  
18 total revenue dropped considerably.

24

19 DR. PHILLIPS: Your revenue comes from  
20 fees from the participating schools and then do you  
21 charge for performances in addition to that?

22 MISS CARR: Basically speaking it  
23 depends on the particular boards involvement. The  
24 general practice is that the Board of Education  
25 purchases X number of programs and gives them to their  
26 children within the board. Now there are exceptions  
27 to this, there are some areas where the board is not  
28 participating and where the schools have taken their  
29 own initiative in order of the program. When they do  
30







1 this they then determine pretty much themselves how  
2 they are going to pay for it, and it ranges anywhere  
3 from projects to raise the money to charging admission  
4 to their own students. So that it tends to be a  
5 flexible thing.

6 Ideally we prefer to work with the  
7 boards because we feel that the exposure to the  
8 performing arts should almost be a compulsory thing.  
9 Perhaps it sounds a little bit dictatorial, but when  
10 the exposure is provided by the board initially and  
11 then certainly that principal who has received the  
12 in a program is/much better position to determine whether  
13 or not he wants to order that himself -- the child is  
14 in a better position to determine whether he wants  
15 to have more of that particular art form or not, but  
16 we do have Boards of Education handling this in their  
17 own particular way throughout the province.

18 THE CHAIRMAN: You are having difficulty  
19 financing obviously. How do you think it should be  
20 financed, assuming what you are doing is in the  
21 interests of the children of Ontario.

22 MR. ELDER: Well one way that might  
23 make sense is for example for a per pupil allowance  
24 into an overall arts program, and to my mind that  
25 would be visual and performing arts as a package. This  
26 would enable there to be equitably every child  
27 coverage and it would enable you to develop a company  
28 instant program which would make the child from  
29 Kindergarten through 13 -- so that, for example, you  
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1 may decide that in the early years there would be a  
2 greater emphasis on say creative drama than on music  
3 programs, and as they grew older they might become  
4 exposed to the more sophisticated programs such as  
5 opera, for example. There has been considerable work  
6 done in developing some ideas of the type of programs  
7 which might be offered at reasonable cost, to provide  
8 an integrated program and a program which would  
9 develop the children's interest and involvement  
10 through the years.

11 THE CHAIRMAN: You are suggesting this  
12 be levied on each student in the Province of Ontario,  
13 so this program should go out to all students in the  
14 province?

15 MR. ELDER: Yes.

16 THE CHAIRMAN: How would you decide on  
17 a place like -- it is probably impractical to provide  
18 a service equally across the Province and yours is one  
19 of them, impractical to provide except in your major  
20 areas.

21 MR. ELDER: Well the cost factor in  
22 general purposes is higher out of town than in town  
23 for performing arts programs, but it is not a  
24 prohibitive difference. Now when it can be scheduled  
25 and present properly, done by area, particularly in  
26 some areas where performing arts organizations that  
27 are drawn on will be from within Regional sections of  
28 the province, it can be developed at a cost framework  
29 that is relatively close.

30

It is true that within a City you may





1 decide that 70 cents is just adequate, where 80 cents  
2 will do somewhere else, but to me that is a detail,  
3 that is just a costing factor. There is a principle  
4 that should be established of earmarking a sum of money  
5 out of which the relative performing and visual arts  
6 programs can be hired and founded.

7 MR. RONSON: Are you advocating here  
8 that this money may be collected or assessed with  
9 each board or that it be done by the Department of  
10 Education through the whole of Ontario?

11 MR. ELDER: It may be that the most  
12 logical presentation is for the individual boards to  
13 be encouraged to earmark a performing arts, or an arts  
14 if you like, or cultural budget in the same way that  
15 equipment and other segments of the budget are framed.  
16 There has been some discussion of this by recommendation  
17 with the Metro Boards in Toronto.

18 MR. TROWEL: The Ontario Arts Council,  
19 I am not familiar with that closely and I am wondering  
20 how are its funds apportioned?

21 MR. ELDER: Well the Province of Ontario  
22 accounts for the arts as a grant which is approximately  
23 two million dollars. It is not strictly a creature of  
24 the Department of Education, but I believe it operates  
25 to one side, if you like, of a special education  
26 fringe, but it has no responsibility to education in  
27 the strict sense. Its purposes are to support the  
28 arts throughout the Province and recognizing that it  
29 may be infringing on the educational area, it has none-  
30 theless seen fit to grant some support here.







1 I think its premise has largely been  
2 that performing companies are spreading their wings,  
3 building their future audiences, creating expansion  
4 involvement in the arts generally, as well as I suppose  
5 involvement of a particular performance. It is  
6 through this that they have seen fit to earmark some  
7 of their funds for some educational oriented programs.

8 MR. TROWEL: How acceptable do you think  
9 it would be to appreciably increase that amount of  
10 money in light of the programs you are talking about.  
11 That is the very broad and continuing, widely  
12 distributed presentation of the performing arts in  
13 the schools?

14 MISS CARR: Perhaps I could give an  
15 opinion here. I think the main comment on that would  
16 be if they were given a more encouraging sum of money  
17 to specifically encourage the educational side of the  
18 programs then they would be very happy to do that,  
19 I think they received half of what they requested from  
20 government this year, and they are doing their best  
21 to support all of the programs so that they in fact  
22 are probably giving us maximum support in the light  
23 of what other programs they are receiving.

24 I think essentially they would wish to  
25 have more endorsement from the Department of Education,  
26 hence a little more money from the Department of  
27 Education in order to follow through with such a  
28 program.

29 MR. ELDER: Their original thrust, I  
30





1 think, was the support of the performing organization,  
2 so without any specific reference to education at all.  
3 The kinds of development that have come about in  
4 recent years have led to them giving support in this  
5 area, but their feeling is, I know from discussions  
6 with them, that they should be sponsored more by the  
7 Board of Education in some way, to give it a proper  
8 basis.

9 MR. TROWEL: I was thinking really, the  
10 rationale of exposing more people to the performing  
11 arts -- now where you mentioned leisure time -- it  
12 might also be a valid kind of thing from the standpoint  
13 of the Council, if you attempt to get money for the  
14 development, albeit, they are presented in schools  
15 and so on. But one other thing I wanted to ask you,  
16 whether there has been -- maybe you don't want to do  
17 this -- but has there been any approach from OECA in  
18 order to present the kinds of things you do on OECA  
19 television.

20 MR. ELDER: There have been some  
21 discussions with OECA by individual performing groups.  
22 There has been very little done that suggests that  
23 there is going to be extensive programming, but we  
24 will undoubtedly - there will be some in years to come.

25 MR. RONSON: One of the problems here,  
26 maybe this is a misunderstanding about this, I don't  
27 think there is any way that you can really encourage  
28 boards because who is going to encourage boards to do  
29 this other than yourselves. That is, there is no way  
30 that the Department, it seems to me, can encourage





1 boards to spend a certain amount of money per student  
2 because that is one of the autonomies that the board  
3 still has left and there are a lot of other things --  
4 that's one that they still do have -- and so it seems  
5 to me your approach might be -- one other, to have the  
6 Department give you a grant and then let the boards  
7 who wish to have you come to their board, do so, or -  
8 secondly, to have the Department give the boards  
9 special grants and the Department the last little  
10 while rather frowned on special grants, but it seems to  
11 me, what I am really saying is, it probably would work  
12 best as an Ontario approach because you are going to  
13 have a great deal of difficulty in financing all the  
14 boards across Ontario, or to set aside a certain  
15 amount -- it just makes a difficult administrative  
16 problem.

17 MR. ELDER: As you are aware, the Crest  
18 Hour Company of the Theatre Hour has continuously had  
19 this special grant from the Department. It is almost  
20 singular in that regard in terms of Ontario  
21 presentations, but it is just that kind of thing that  
22 would work if it were directed more generally to cover  
23 the range of our system on some such basis.

24 I think our concern in part is that it  
25 is very hit and miss. It depends on who knocks on  
26 whose door when. There is no overall planning of  
27 what goes into the schools and it makes more sense  
28 to develop an integrated program than to build it into  
29 the system and do it in concert with the schools.  
30 That they have the continuous system of knocking on







1 doors.

2 Prologue, you will recognize, is a non-  
3 profit organization who is the middle man designed to  
4 try to bring some organizations together and provide  
5 what the boards want on the other hand, before we can  
6 begin to build these things into the system. It now  
7 does that in the range of half a dozen areas --

8 MR. RONSON: What I am saying is a  
9 comment rather than a question. Not only the  
10 financial part of it, but the part of getting the  
11 board to do it, is again a matter of local autonomy  
12 and in other words the Department to a certain extent  
13 has stayed away from specifying curriculum. I say  
14 that is a local autonomy area and I guess what I am  
15 saying is to approach it by individual boards is going  
16 to be much more difficult in either case. Either  
17 financing or getting them to do it is by encouraging  
18 them to do it through the Department -- now you may  
19 not get the Department to help so you may have to  
20 take second-best and try to do it through the boards.

21 MR. ELDER: One of the things, Mr.  
22 Chairman, if the Department would consider it seems  
23 to me is a proper study be undertaken of the programs  
24 availability and how they might be built better into  
25 the system and the publication of a thorough study of  
26 that sort might have considerable influence on the  
27 take-up, depending that taken by the board, assuming  
28 the board to be favourable. And in effect -- the  
29 introduction may differ on the programs into the  
30 school on an organized basis.





1 MR. RONSON: Why don't you approach the  
2 group who have the research money authority, that is  
3 the money to distribute, research money, and see  
4 whether you could get some of that research money.  
5 The money used to all go to OISE and last year they  
6 had the authority to distribute at least a third of  
7 that money, I think, to people other than OISE. It  
8 was up for grabs and I don't see why you people, some  
9 of the people who might make presentation in order  
10 to get some of that money.

11 MR. ELDER: That is a Departmental --

12 MR. RONSON: It is actually a special  
13 Committee set up by the Department.

25 14 THE CHAIRMAN: Mr. Elder, thank you for  
15 coming here with the ladies today and I am surprised  
16 you got through that on your own. Thank you very much.

17 MR. ELDER: Thank you.

18 --- Brief recess.  
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Organizations & Groups Brief #30

ONTARIO GEOGRAPHY TEACHERS ASSOCIATION

THE CHAIRMAN: Thank you for coming Mr. Davidson. Would you introduce the members of your group?

MR. DAVIDSON: It's a pleasure to be before such an august group. I have before me Professor Arnold Balins from the College of Education, University of Toronto, and Mr. Gordon Youngman, head of geography at Thistletown Collegiate.

One of my special wishes was to alert your Committee on the special nature of geography; since 1938 geography has reached the position in Ontario where we have over 2500 teachers recognized as full-time teachers of geography. I think the subject fits in with the nature of today's curriculum very happily in that we are highly involved in the study of man's adaptation to his environment.

I think as we look at a new airport, perhaps we have here the epitomy of the geographer at work. Dr. Richard Tollman was head of the Geography Department at Kingston University. He was commissioned by the government to do a study on the Toronto Central Region and the airport is one of the facilities coming out from this study. And I think it involves the idea of a subject period being a sythesis of a variety of disciplines.

Here anyone studying an airport location, we come to consider people, climate, soils and a variety of factors which the geographer is





1 equipped to develop correlations and thoughts upon.

2 We have been asked last year to appear  
3 at the National Congress for Geographic Education and  
4 partake in their Congress in Detroit. There were  
5 6,000 geographers from North America and our program  
6 was very highly received. They have been greatly  
7 aware of what has gone on in geography in this  
8 province and we will be hosting the 1975 Convention  
9 with some 6,000 people expected at the hotels in  
10 Toronto.

11 The World Congress of Geography is in  
12 Montreal, and the teachers of Ontario have been asked  
13 to make contributions to the World Congress this  
14 summer.

15 One of the most important aspects of  
16 getting involved in this subject, is the first hand  
17 experience and to do this geography is best studied  
18 in the field, which means taking the youngster out of  
19 the classroom, whether he be in a bus, travelling  
20 over the countryside with stops at selected points,  
21 or whether it be a field camp established by a local  
22 Board of Education, or by a Conservation Authority.  
23 He must have this opportunity to get out into nature.

24 We have conducted social environmental  
25 studies conferences, along with the history section  
26 of the Ontario Educational Association, a very  
27 successful conference at York University. We were  
28 forced to opt out of a second scheduled conference  
29 because of unnecessary cut-backs on teacher  
30 expenditures, with respect to attendance at





1 conventions. The Boards were cutting back on cost  
2 items here, and the number of applications dwindled  
3 dramatically after the announcement of this factor  
4 and this conference was not held.

5 With the use of OISE facilities, we  
6 managed, using funds from our Association, to  
7 establish a second conference and we hope that we will  
8 be able to carry on in this vein again.

9 We require, of course, a large number  
10 of constructional aids, the weather stations used by  
11 the Department of Meteorology are ideal in teaching  
12 the weather and climate. Geography is something that  
13 can be mapped basically and we require a number of  
14 maps, ideally the use of individual topographical  
15 maps or sheets in every classroom is anticipated by  
16 our teachers.

17 Special instructional facilities, the  
18 average classroom is not equipped to handle the large  
19 maps, sand table for demonstration; the science  
20 laboratory is often the place where the geographer  
21 finds himself teaching, and it is difficult to develop  
22 with the gas jets on every table, taps on every desk.  
23 So we do require a unique type of instructional  
24 facilities.

25 I think this elaborates on some of the  
26 points that I put down on the Brief. We would be  
27 pleased to answer any questions and I hope that you  
28 may address them to Professor Balins or Mr. Youngman.

29 THE CHAIRMAN: How many students are  
30 selecting geography now as they are optional in









1 secondary schools. What percentage?

2 MR. YOUNGMAN: That is a very difficult  
3 question to answer, other than from your own  
4 experience. But certainly if we took our school, we  
5 have a population of about 1650 students and the last  
6 three or four years we have run anywhere from about  
7 1100 to maybe as high as 1250 students who have opted  
8 for geography.

9 That goes now from Grade 9 right through  
10 to 13.

11 THE CHAIRMAN: Is this increasing or  
12 decreasing?

13 MR. YOUNGMAN: In our subject it is quite  
14 a marked increase. If you go back to when geography  
15 was established as a separate discipline in the program  
16 of studies, -- I will go back now to 1956, 57 in the  
17 Toronto system, and we had -- well I wouldn't like to  
18 estimate how many students, but it was just a few  
19 classes, let us put it that way. It was just a few  
20 in the whole school.

21 There has been quite a dramatic increase.  
22 Now what will happen under the new organization with  
23 complete options under HS 1, I don't think anyone can  
24 yet predict that.

25 MR. DAVIDSON: I heard a Committee  
26 speaking a few weeks ago on this and geography is one  
27 of the subjects that students are choosing optionally  
28 on the new credit system HS 1.

29 THE CHAIRMAN: Why, do you know why?  
30





1 MR. DAVIDSON: Why? Because it is  
2 popular, what is more in attune to many of the things  
3 we are considering today. I mentioned a few of these,  
4 pollution, ecology, this is the third world, these  
5 are the things people are talking about and are  
6 interested in.

7 MR. KERR: Mr. Davidson, at what grade  
8 level do you begin to see the greatest interest  
9 developing in geography initially, under initial  
10 understanding.

11 MR. DAVIDSON: We are getting program  
12 consultants working with the various boards which are  
13 going right down to Grade 1, and there begin looking  
14 at the distance of the farm from their house and they  
15 start to map these phenomena, so in the High School  
16 level one of the most popular courses is Grade 11  
17 which has been a physical course in geography.

18 MRS. FARR: Mr. Davidson, I am interested  
19 in your Association. Does it take in elementary  
20 teachers, secondary teachers and University teachers?

21 MR. DAVIDSON: Yes, we cover the  
22 spectrum.

23 MRS. FARR: I was interested in your  
24 Brief. You said that you had been forced to cancel  
25 out the second conference in May, due to dwindling  
26 applications. Was that because the Boards would not  
27 release the teachers or because the Boards would not  
28 pay the fee or expense involved, or both?

29 MR. DAVIDSON: That was both.

30 MR. YOUNGMAN: I think David has given





1 | you the wrong year. That is '71, this year is '72.  
2 | It went off very well but/<sup>what</sup>we did to overcome the  
3 | problems that occurred the previous year was we set  
4 | the program up during the winter break, on the Monday  
5 | and the Tuesday, and right here at OISE -

6 | MRS. FARR: This is the one you held  
7 | March 20th and 23rd.

8 | MR. YOUNGMAN: Yes, and by so doing we  
9 | found that more Boards were willing to pay the  
10 | registration fee for the teachers because it meant  
11 | that they did not have to have a supply teacher. There  
12 | was no interference in the program, and at the same  
13 | time I think some of them felt well, if the teacher  
14 | wants to use a couple of days out of their holiday  
15 | period for something, for professional development  
16 | for want of a better term, that was the least they  
17 | could do to pay the cost of it. So we actually made  
18 | a few dollars.

19 | MRS. FARR: So it was last May you  
20 | had to cancel out.

21 | MR. YOUNGMAN: A year ago.

22 | MR. DAVIDSON: The biggest problem  
23 | there is competing with the exodus to Florida when  
24 | people feel they really need a winter break. So we  
25 | have to consider this next year. When we go ahead  
26 | with this type -- it's very desirable.

27 | MRS. FARR: How much of an enrolment  
28 | would you have in the March break?

29 | MR. DAVIDSON: This year we had 200,  
30 | we had a much larger one when we had a three day







1 conference running Thursday, Friday and Saturday  
2 morning at York University.

3 MRS. FARR: Can you handle more than 200?

4 MR. DAVIDSON: We would like to handle  
5 500 to 700. We can handle as many as we can get.

6 MR. RONSON: Some of the high schools  
7 are trying to integrate geography and history,  
8 economics and other subjects generally in social  
9 sciences. How common is this now? And are you people  
10 considering moving your Association with these other  
11 social sciences?

12 PROFESSOR BALINS: Certainly we are anticipating  
13 this general move, so there is some kind of unification  
14 under social sciences, but I think geography has a  
15 very peculiar and special role to play and I would like  
16 to point out that geography, by its definition, is  
17 interdisciplinary science and as such, as you are  
18 naturally doing the work of social science so-called,  
19 we like to do now for some time now. And if we have  
20 a count for popularity going back to the earlier  
21 question, this to some extent answers why so many  
22 youngsters have chosen geography today. It is a real  
23 world we are concerned with, with the world's problems,  
24 with the third world, pollution, ecology, racial  
25 discontent and so on. Urban and rural, you name it,  
26 and if we have been able to achieve this status, it  
27 really goes back to the fundamental change which  
28 started some 10 years ago, that we know that youngsters  
29 are concerned with reality and not with text books.  
30





1                   Going out to steel plants, going out  
2                   through stream beds and so on, polluted areas, run-down  
3                   areas in the City, these youngsters have become aware  
4                   and have appreciated what that subject has given them.  
5                   And to my knowledge, going around and seeing quite a  
6                   number of schools during the year, I feel that this is  
7                   one of the greatest restrictions that might affect  
8                   efficient teaching of geography, because in some  
9                   schools, since the budget cuts have come in, one field  
10                  trip and that is it.

11                  And really, in some courses, more senior  
12                  mind you, this is totally impossible really. You have  
13                  to have three or four, maybe not long ones and not  
14                  expensive ones, but they do require some funding, and  
15                  as a subject in this sense it might be really  
16                  undermined.

26                  17                  MR. DAVIDSON: I am in a school of over  
18                  2500 youngsters and next year we will not have a week  
19                  trip to the Claremount Conservation Area. We always  
20                  took one class one week in the field and some of them  
21                  had never been away to a different environment, and  
22                  this is the type of learning activity I am very sorry  
23                  to see ended.

24                  THE CHAIRMAN: Do you know how much we  
25                  have been spending per child on this type of thing,  
26                  what you think would be a reasonable amount for this?

27                  MR. DAVIDSON: I would say we are not  
28                  spending nearly enough and I think for daily field  
29                  trips, Toronto Board is providing something like \$1.00  
30                  per student enrolment. The youngsters usually have





1 to pay part of the cost of a field trip by bus  
2 themselves, which is usually much more than \$1.00  
3 and the teacher, all his pre-research is done out of  
4 his own pocket. He must go into the field, he must  
5 research every site, every place where the bus will  
6 stop, that it can go up the road, and this is always  
7 done at our own expense.

8 DR. PHILLIPS: Would you elaborate a  
9 little bit the synthesis method of proceeding and  
10 drawing conclusions from a variety of predictions?

11 MR. DAVIDSON: Yes, I use the airport  
12 as an example. The youngsters now are being trained  
13 to going out into the field and doing research with  
14 people, taking their opinions down and developing  
15 conclusions from this.

16 Now as I would take a class, I would like  
17 them to consider, they have talks. There are three  
18 major areas that are to be considered in the location  
19 of an airport. One was the flight path, well this  
20 flight path is directly upon the east-west flight path  
21 to Malton. I would think my students would have  
22 studied that and found out some information about it.

23 The climatological effects - what is  
24 the snow coverage in the area of Claremount during  
25 the winter? It must be considered. I would hope that  
26 the youngsters could look at that. See soil types  
27 and how these would be affected. It is interesting  
28 to note that five miles from the area, farmers growing  
29 corn must change their impression of this because -  
30 and change their approach - because you get birds









1 coming in to eat your corn and birds and airplanes do  
2 not go together. Youngsters may be able to find that  
3 out themselves.

4 Now the point of bringing in these  
5 matters is that geography must correlate these ideas  
6 and come up with a synthesis and the nature of the  
7 discipline is such that you bring in two or three or  
8 four various disciplines, so geography, that is the  
9 basis of the study.

10 DR. PHILLIPS: You say geography is one  
11 of the few areas in teaching which is of this type.

12 MR. DAVIDSON: That's right.

13 DR. PHIL LIPS: So would you name some  
14 others?

15 MR. DAVIDSON: Well I say physics as such  
16 is not a synthesis, it is a pure science, and you do  
17 not delve into other areas to come up with your  
18 conclusion necessarily, whereas geography must consider  
19 economics, anthropology, soils, climates, and bring  
20 these all together and then come up with your  
21 conclusion.

22 DR. PHILLIPS: Yes, but I wondered  
23 though if you could name some others, because you said  
24 there are, you say physics is not, which I would not  
25 dispute. But you imply in your statement that there  
26 are others, you say it is one of the few subjects --  
27 what are some of the other few?

28 MR. YOUNGMAN: Sociology may be one.

29 DR. PHILLIPS: Economics.

30 MR. YOUNGMAN: Wouldn't it depend a great





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1 /<sup>deal</sup> upon, you know, I think it is difficult to classify  
2 everything into a separate discipline. It is like  
3 trying to find out where learning first begins. The teacher  
4 on the Nile, was he a historian or was he a geographer  
5 when he was describing the shape of the land, the  
6 drainage problem, the flooding, the peruvial soil  
7 and so on, is he not a pure geographer. And then when  
8 he discusses the crops growing, the problems of supply  
9 and demand, this would become an economist.

10 I think it is very difficult, it is like  
11 you saying to me that the facts belong to history when  
12 I introduce in my Grade 13 geography something about  
13 Confederation. Am I now wrong because I am using facts  
14 that really fit under the discipline of history.  
15 You know I think it is very difficult there, maybe  
16 more what Dave is getting at is that in our training  
17 as geographers I think this is done more often in our  
18 discipline than in any other; when we take our courses  
19 at University we had a grouping from a variety of  
20 subject fields.

21 This, I think, is one of the most  
22 difficult parts about trying to institute any program  
23 that has an inter-disciplinary nature. I think there  
24 is a training behind it that is also necessary as  
25 well.

26 PROFESSOR. BALINS: If I may add to this.  
27 Hardly any of the other so-called subjects in schools  
28 deal with raw data as much as we do. If we do deal  
29 with raw data, unclassified data, you obviously are  
30





1 going towards interpretation analysis, synthesis  
2 and finally valuation. In other words towards synthesis  
3 the word that they have used. And a geographer is  
4 one who does it.

5 We are concerned with the present total  
6 world today and the data all around us. We just have  
7 to get at it and this is the fundamental function of  
8 geography, to recognize this data around us, bring it  
9 into focus, relate it and make a judgment upon it.

10 And just to contrast it, our papers  
11 are loaded with generalities, statements about Vietnam  
12 and whatnot, the student in our subject is also  
13 trained to analyze these. In other words, reverse the  
14 process, use the process of deduction, the statement  
15 that is made - all right, where is the proof of it?

16 So in this sense we would also again  
17 go back to raw data around us.

18 DR. PHILLIPS: Would you say that this  
19 characteristic of geograph is shared to some extent  
20 throughout the social sciences generally?

21 PROFESSOR . BALINS: To some extent very  
22 definitely, and to some extent the latest trends, the  
23 latest sciences the very same. Sociology and economics  
24 are all attempting to go at the raw data as much as  
25 possible because they are meaningful. As I said  
26 before, we are away from text books, we are not asking  
27 students to memorize a passage of text book because  
28 this is so because it is written in the text book.

29 DR. PHILLIPS: Does this suggest to you  
30 there is ground for more cooperative effort expressly









1 from a finance and cost sharing point of view among  
2 the social science subjects in the high schools?

3 MR. DAVIDSON: I would hope it does not  
4 mean that we are going into an area which is not  
5 geography and vice versa. What is happening in some  
6 schools that are cutting back in this area, is that a  
7 teacher of history is also teaching typing, he is also  
8 teaching geography and of course in sociology. He  
9 is an expert in maybe one of these.

10 We are even using French teachers teaching  
11 French and teaching history. Well they are two  
12 distinct disciplines and I don't think you can correlate  
13 them under social sciences as such.

14 MR. TROWELL: Mr. Davidson, I gather  
15 from what you are saying that the use of field trips  
16 in this particular study, geography, is of greater  
17 use than it might be to other kinds of subjects in  
18 which there may well be field trips involved. In that  
19 if there is going to be a reduction in field trips  
20 as a measure to cut costs, perhaps it might be worth  
21 everyone's consideration which ones might have priority,  
22 and then if there really is a demonstrable need and  
23 use which can be applied to field trips in this  
24 particular discipline and can't be matched by one of  
25 the others, then perhaps the decision becomes okay,  
26 we can cut them all out, but we shift them to where  
27 they are the most effective, or leave them where they  
28 are the most effective.

29 MR. DAVIDSON: That is a very good  
30 point, Mr. Trowell, but I hope field trips are used by





1 every discipline, but we certainly do require it in  
2 our subject.

3 MR. TROWELL: I would hope so too, but  
4 the problem is when we are trying to find out different  
5 ways of reducing costs, and if there are some ways  
6 that we don't benefit as much, is there a cost benefit  
7 that is better for geography than it is for some other  
8 subject, then in that case maybe it is worth it.  
9 Say leave the field trips where it would do the most  
10 good and hopefully in future add them in again,  
11 something like that.

12 MR. YOUNGMAN: In a way, Mr. Trowell, if  
13 I might add to that -- in a way what you are doing is  
14 following through one of the reasons why geography  
15 became a subject which students opted for. We have  
16 always had that after Grade 11. We have never had  
17 this built-in factor like other subjects wherein you  
18 know, here is a list of subjects you must take and  
19 that is the way it is.

20 Geography has always had to fight for  
21 its students from Grade 11 on, so 10 or 15 years ago  
22 the number of field trips that went on in this province  
23 in a subject other than geography was very, very  
24 limited. It is only in the last three or four years,  
25 when some of the other subjects have had to go out  
26 and compete for students, where it is no longer a  
27 built-in factor, then you must take French you know,  
28 you can now opt out for something else, or other  
29 subjects as well. I just use that as one illustration.

30





1                   So suddenly field trips became very  
2 popular, very popular because they had worked out so  
3 well for ourselves. But they are not always quite as  
4 suited to other subject, of course, so much as our own.

5                   MR. TROWELL: We have mobile classrooms  
6 now, you can drive away.

7                   THE CHAIRMAN: Gentlemen, one of the  
8 questions we are having trouble with is measuring the  
9 quality of the program. I notice you made reference  
10 to the fact that here in Ontario as a leader of geo-  
11 graphy teaching and research - often called foremost  
12 in secondary school education -- how did you measure  
13 that?

14                  MR. DAVIDSON: Well let's start back in  
15 1938 when the first real formal geography in all of  
16 Canada began with Dr. Griffiths Taylor coming to  
17 Canada. He assembled around three or four eminent  
18 people in the field of geography and the University  
19 of Toronto and it really developed for this nation.

20                  Fortunately people like Mr. Youngman  
21 and others have carried a voice into this province  
22 and we have been asked by provinces across the  
23 country to give them a background of our organization,  
24 how we started, what we do and we have been very  
25 favourably received.

26                  Most of the text books edited in Canada  
27 make their way from this province. Our teachers,  
28 particularly in the Metro Toronto Region, and this  
29 is very unfortunate, because it is rather homey  
30 our writing a good deal of the material coming out







1 in the geography.

2 We also, because of this liaison, this  
3 is mentioned, the University people work very closely  
4 with the High School geography teacher. I think we had  
5 some very strong people in the High Schools and I  
6 think there is a very healthy atmosphere here that has  
7 put us into a leadership position in North America  
8 in geography.

9 In the United States they do not offer  
10 geography in the High School the way we do in Canada  
11 and they are very regretful of this.

12 THE CHAIRMAN: Earlier in the day we  
13 had a group here who criticized the field of education  
14 in the lack of standardization of the equipment that  
15 we are using and suggested that we should have some  
16 agency which would test equipment before we bring it  
17 into the school.

18 I notice here at the top of page 2, you  
19 are saying that you need a large number of teaching  
20 aids. How much standardization have you accomplished,  
21 and how much testing of this equipment has been done  
22 before it has been used generally in the schools.  
23 In other words, how valid was this criticism this  
24 morning.

25 MR. DAVIDSON: We have come up with a  
26 great deal of home made equipment. Perhaps Professor  
27 Balins can enlighten you on that and we also do by  
28 train gauges, things of this nature, loads, what have  
29 you.  
30





1 PROFESSOR BALINS: I hardly think that  
2 comment made earlier would be totally applicable to us  
3 in the sense that we are buying something extraordinarily  
4 expensive to carry on our research work. As Mr.  
5 Davidson mentioned, very much of this equipment by  
6 the way is made by our own students. Maybe industrial  
7 arts classes recommended a pattern and what not,  
8 because this ties in with the total work of the school.

9 There is some equipment, without any  
10 doubt like compasses for instance which we have to buy.  
11 You just cannot make them, but wind vanes, tapes,  
12 many other things can be invented and used by us. But  
13 some of the basic equipment, for instance, for weather  
14 stations if you really want to set it up and apply for  
15 the permit to use it and record data officially, then  
16 you have to get the official gauges and so on. That  
17 equipment very definitely applies.

18 Other equipment like the sand boxes  
19 that we use to study the work of running water, erosion  
20 and so on, topographic maps, sheets, maps per se,  
21 case studies, descriptions, these of course are  
22 commercially made and we have to buy them when they  
23 are available, but I do not think that any of the  
24 equipment that we use could be compared to a physics  
25 class in its expense. We might use a microscope or  
26 one or two, but very relatively few.

27 THE CHAIRMAN: What is an alidade?  
28 I am not familiar with that.

29 PROFESSOR BALINS: Alidade is simply an  
30 instrument by which you line up in the field. You





1 have a plain table, probably like this here, and if  
2 you want to map an area you attach a piece of paper  
3 to it and on this paper you put a ruler actually and  
4 on top of the ruler you have two guide lines, just  
5 like on the gun and by the principle of triangulation  
6 you are able to spot points in nature having established  
7 one line at a distance. In other words you have two  
8 points and from these two points you shoot at various  
9 objects and get the lines crossed and you use this  
10 alidade, which is simply a ruler as I said with a  
11 guideline, like a gun on top of it. That is all that  
12 is. These alidades can cost anywhere, the professional  
13 one, I don't know, would probably cost \$20 - \$30 and  
14 normally an average one which a school can use will  
15 never go much above \$10 and in fact you can make your  
16 own.

17 MR. RONSON: One of the ideas about  
18 education that has always intrigued me, and I wonder  
19 whether this is true of geography, what I felt for a  
20 long time is that we should study man and man's  
21 environment. These are the two major things we  
22 should study and that it should be studied on the basis  
23 of problems, that is current problems that we are  
24 involved with at the present time. And then we should  
25 use the resources of history, geography, music,  
26 whatever it was, if we were trying to understand  
27 beauty and what it meant. Beauty, music, poetry.  
28 Is this the general approach of geography at the  
29 present time when you talk about raw data and going  
30 out into the field, that you are really looking at









1 man's problems at the present time, both urban and  
2 rural problems and trying to bring the resources of  
3 geography to this?

4 PROFESSOR BALINS: I would say that  
5 simply answers why geography has been successful. It  
6 is relevant because pollution renewal, transportation  
7 problems. For instance if you went round this last  
8 winter, almost every High School was up with Spadina.  
9 Now it is the airport. These are problems of our  
10 society, special and in time, ahead of us, in the  
11 past and students feel it.

12 But again as I say, this does involve  
13 quite a bit of road material. It means going out,  
14 seeing it, which is after all a bit of expense and  
15 also getting aerial photographs probably of the area  
16 in question under study, so that is our problem.

17 MR. DAVIDSON: What I would like to add  
18 too to Mr. Ronson is, it is not good enough for an  
19 individual to say, I am going to look at the problems  
20 of China without having some skills that will be for;  
21 for example we are talking about a plain table as an  
22 instrument in making a map. We are teaching those  
23 students the basic elements of mapping, and they must  
24 have this type of training beforehand. The analysis  
25 of statistical data which might just explain the  
26 increases in population of China over a number of years  
27 and done on a proper basis.

28 These are the skills we hope that are  
29 introduced properly so that the youngster has adequate  
30 background, intelligently developed, so he can look





1 at these courses. The Grade 12 course in geography  
2 looks at problem areas of the world, India and  
3 population, Vietnam and a war. And we hope that these  
4 predisciplinary schools and the courses in physical  
5 geography are equipping him to be better able to cope  
6 with trying to understand these problems.

7 MR. YOUNGMAN: If I might go on a stage  
8 further. One of the courses that we introduced here  
9 in the province, in my school this happened four years  
10 ago, we introduced urban geography before the Department  
11 even had a program of studies for it. And as a portion  
12 of that particular course in the period of the next  
13 two weeks, my students at Grade 12 level will go down  
14 to do some work in the Metropolitan Toronto area.

15 Now one of the things we have been doing  
16 in class is Mumford's film, is the City for  
17 cars or people. So they have had a chance to see the  
18 film and study what the central business district is  
19 like and on the day of the field trip, one of the  
20 things they will do is go up to the top of the Toronto  
21 Dominion Centre and if the pollution is not too high,  
22 will look out on each of the four sides of the building,  
23 and the students will look for nothing more than the  
24 amount of land in the downtown area that is set aside  
25 for automobiles. And it is the most impressive lesson  
26 you know, they all say they see lots of cars in traffic  
27 congestion, but when you get up there and you see we  
28 don't have any land downtown for parks, well we sure  
29 have lots of land and you will see acre after acre  
30 all around there set aside for the automobile. You







1 know, they tend to get a little different perspective  
2 with respect to cars and people.

3 MR. DAVIDSON: Our students are mapping  
4 some of these phenomena. They will go along their  
5 street and they don't talk of their street in terms  
6 of stores, but what happens on the first floor, second  
7 floor, third floor and then they begin to map these  
8 doctors' offices, couturièrs, and so on, and they begin  
9 to be able to theorize effectively. Then they go to  
10 the stop lights and take a traffic count or in another  
11 instance take a people count. How many people pass  
12 that given intersection at a particular time. So we  
13 hope these things are based upon good research.

14 THE CHAIRMAN: Gentlemen, it is obvious  
15 you are not suggesting we reduce the amount of money  
16 that goes into geography. Now what is your position  
17 that we should be putting more into this program, or  
18 that we should be holding the present amount of money?

19 MR. DAVIDSON: I hope you feel that we  
20 have tried to carry the ball in giving students what  
21 they need and we think this subject can do it. We  
22 feel that in areas like field study maps, various  
23 Boards of Education are trying to get youngsters out  
24 into their own setup camps, like the sciences school  
25 Toronto has on Toronto Island.

26 In Scotland a number of high schools  
27 have their own camps and the youngsters, they make sure  
28 each group gets there for at least one week. I hope  
29 these would be ultimate goals and maybe rather far in  
30







1 the future, but I would hope that we could foresee  
2 taking youngsters into the field, whether it be bringing  
3 speakers at conferences, as I mentioned. People like  
4 former personalities who come up with some ideal  
5 material, who want to work with these people. We  
6 have to pay their expenses to get them down from  
7 Ottawa.

8 We have had these all day conferences.  
9 I would hope these are the directions we are going to.  
10 I would suggest that we would require more funds if  
11 we want to make education viable in these terms.

12 THE CHAIRMAN: I think the problem is  
13 that we can think of desirable ways of spending money  
14 faster than we are accumulating the wealth of the  
15 estate. What would happen to the quality of the program  
16 in Ontario if the present level was maintained?

17 PROFESSOR BALINS: Are you referring to  
18 the present moment this year sir?

19 THE CHAIRMAN: This year.

20 PROFESSOR BALINS: I have to sigh, I'm  
21 sorry, you know this is what has been the response in  
22 my calls at the schools, that we have been forced to  
23 cut out the programs, established programs which have  
24 been going on very well and successfully for two or  
25 three years and this year this is out, this is  
26 finished. It has been extremely disturbing and I  
27 feel that the goals we have set, which were explained  
28 to you, will definitely be affected.

29 We should at least refer back to  
30





1 allowances we had and the direction we were going.

2 This year is definitely extremely disappointing.

3 MR. RONSON: Have you any idea as to  
4 choices. Suppose we have the same amount of money to  
5 spend overall in Ontario. What could we give up in  
6 the educational system in order to do more?

7 MR. YOUNGMAN: Are you thinking outside  
8 of our subject?

9 MR. RONSON: No particular subject --

10 MR. YOUNGMAN: There is always this  
11 difference between looking at things in a broad sphere  
12 and then getting right down into your own backyard,  
13 and certainly one thing I see happening that I do not  
14 like is what is happening to pupil-teacher ratio and  
15 I refer only most particularly to the group of students  
16 who are not academically oriented but whom we have in  
17 very large numbers in the school.

18 When I first started teaching in the high  
19 school after the war, we got a very small percentage  
20 of the population going through from 9 to 13, but  
21 that is not the case any longer and these young people  
22 who come into our schools in Grade 9 and who detest --  
23 and I mean they detest -- a book. They cannot stand  
24 them and you as a teacher have got to find some other  
25 way in which you can set up an atmosphere where you  
26 can live together for a period or two each day and  
27 at the same time you hope to teach them something.  
28 When you get a class of 30 students of that type as  
29 a teacher it is hopeless. You know, I cannot prove it,  
30





1 I cannot get an experiment and show you that at 20  
2 students you can do it and at 30 you can't, but I just  
3 know from my own experience.

4 Now if I have what we call in our school  
5 A level students, that is the one who has difficulty  
6 with anything oriented in an academic direction, if I  
7 have got over 20 students in that class, we just don't  
8 seem to get very much out of what education is all  
9 about. Now if I have a class of between 15 and 20,  
10 now I can get around and I can see -- supposing I have  
11 a 30 minute period with them. If I have got 15 students  
12 on the average I can spend two minutes with them each  
13 day. Now if I have got 30 students, the maximum would  
14 be one minute.

15 And this unfortunately is the way when  
16 a cut-back comes in education, you know, as you have  
17 all seen in the newspaper, well all you have to do is  
18 raise the pupil-teacher ratio from 17.3 to 18.3,  
19 and you save this many million dollars, and it is  
20 quite true you do. But when you come back to what is  
21 happening to the young person particularly in that  
22 group, then I think you are doing a disservice in  
23 that case.

24 I must admit, you know, and I guess  
25 this would be heresy to some teachers, you can get  
26 along with a larger group of students who are  
27 academically oriented. This is no question about it.  
28 In a classroom the attention span of a student who  
29 has difficulty is very limited. He can listen to you  
30







1 for so many minutes and then, you know, you can just  
2 see him go and he is no longer with you. But you can  
3 get academically oriented students who can come in at  
4 9:00 o'clock in the morning, you know, and they can  
5 take eight subjects in a day and they are listening  
6 pretty carefully at 3:00 o'clock in the afternoon  
7 pretty close to what they were able to do at 9:00 o'clock  
8 in the morning. The other young people, they just  
9 don't fit into that category at all.

10 And when you start changing pupil-teacher  
11 ratio, now that is not just us geographers, but that  
12 is other fields as well and it is all teachers. Some  
13 subjects have a built-in characteristic. If you are  
14 teaching industrial arts, you can't have more than  
15 20 students in your classroom. Well, you know, that  
16 would be a very good idea to have a ratio like that  
17 for students who have difficulties handling academic  
18 work. That would be a grand ratio to have. You  
19 know, that is a good place to start.

28

20 THE CHAIRMAN: Thank you very much  
21 gentlemen for coming. We certainly appreciate it.

22 MR. DAVIDSON: Thank you sir.

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Toronto, Ontario

Organizations & Groups Brief #36ONTARIO MUSIC EDUCATORS' ASSOCIATION

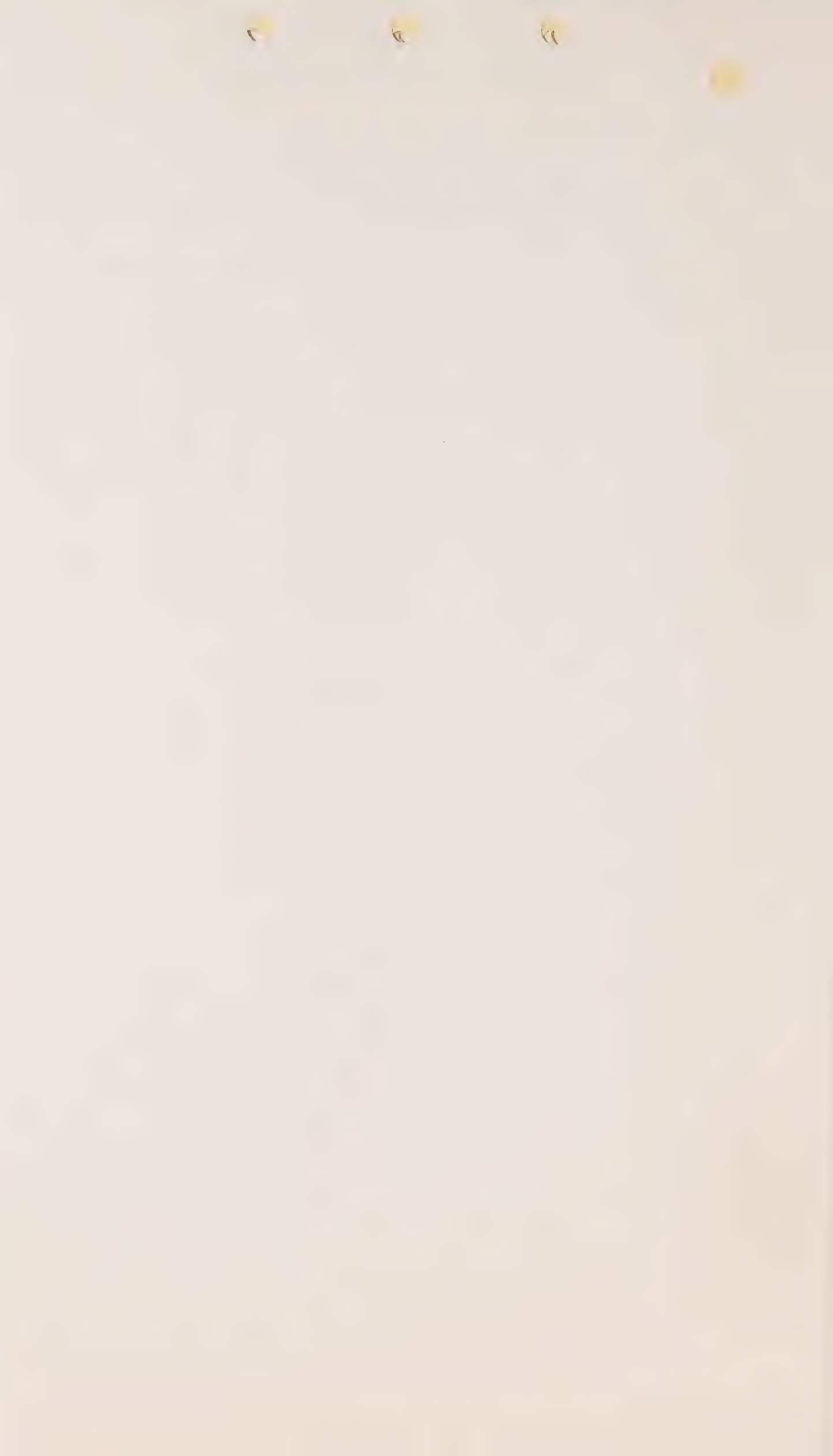
THE CHAIRMAN: Professor Green, would you and your group come to the table please.

Gentlemen, we are sorry we are a little late. We have gone over our schedule. We want to welcome you and thank you for submitting your Brief. We assume that it has been read because we have all read it, but you might wish to add something to it before we start asking questions. So if you would like to speak to it, would you please introduce yourself please.

PROFESSOR GREEN: On my right is Professor Rosevear. Professor Rosevear initiated the music education program at the University of Toronto back in 1946 and in many respects he represents one of the great accomplishments for music education in this province.

We just checked with the office of the University of Toronto before we came over and the figure 413 students have graduated from Toronto, specially trained in the music education field. I think this shows up particularly in our music education programs at the secondary school level and I must admit to being one of Professor Rosevear's students myself, and certainly to appreciate the great work that he has done in our field.

On the left here is Mr. Maben, the President of OMEA. Mr. Maben was a music teacher







1 in the classroom for nine years and is now a music  
2 consultant at the Toronto Board of Education. And  
3 our Secretary-Treasurer, Mr. Jim Brown, who has 21 years  
4 experience in the classroom at the elementary and  
5 junior high school level.

6 So I think you will see that we do  
7 represent a cross-section of education in music in  
8 the province. The OMEA is a very active section of  
9 OEA. As a matter of fact we are usually the second  
10 or third largest section of OEA with respect to  
11 membership, and also the OEA Executive have told us  
12 that we are one of the most active groups and are  
13 very much involved in workshops for teachers at the  
14 elementary and secondary school levels.

15 We have arranged symposiums in coordination  
16 with Universities bringing the resources of the  
17 Universities for the elementary and secondary school  
18 teachers and we have been very active in publications.  
19 The Recorder is our official periodical and we have  
20 been publishing that for some years now.

21 I think I can make just very brief  
22 comments in going through our submission and since we  
23 tend to be the Coda to the finale here this afternoon,  
24 I will try very hard to make them very brief.

25 First of all I would like to move to  
26 the flow charts which we included. I think one of  
27 the problems that music educators experience very  
28 often is establishing a differentiation between  
29 curricular and extra-curricular work, and you will





1 notice that at the bottom of that chart we have  
2 included the extra-curricular activities, chorus,  
3 orchestra and band; solo and chamber ensembles would  
4 also be activities in the extra-curricular program,  
5 but we felt we could not put everything on a flow  
6 chart such as this and so we have kept it down to the  
7 minimum.

8 We would like to stress the importance  
9 though of the curricular programs as they are  
10 illustrated there, both at the elementary and secondary  
11 school level, leading hopefully to our goal in music  
12 education musicality.

13 In the next flow chart we are discussing  
14 the employment of various types of instructional  
15 personnel in music. And I think what we were trying  
16 to do here was given you an over-view of the various  
17 types of personnel that operate in our school systems  
18 and to suggest that one of our real concerns is  
19 bringing the most competent people in direct day to  
20 day contact with the students. The purpose of this  
21 particular flow chart is to suggest to you that we  
22 very often move some of our personnel into the  
23 consultant type role and the day to day work is left  
24 very often with the general classroom teacher, who  
25 in many cases has been assigned the duty of the music  
26 instruction. And if he or she feels uncomfortable  
27 with the situation, may very often leave it out of  
28 the day's activities or certainly not bring to it the  
29 same kind of enthusiasm that the person who is well  
30 equipped and trained in music might do.





1                   This we feel is one of the central  
2 problems in music education in the province and so we  
3 did want to try to give you an over-view of the  
4 employment of personnel in our present system.

5                   I think perhaps with those few remarks  
6 we might proceed now to questions.

7                   THE CHAIRMAN: How do you ensure that  
8 there is necessary competence in teachers -- how do  
9 we ensure that we have the necessary competence in  
10 teachers who are working with students in the early  
11 years?

12                  PROFESSOR GREEN: My primary intention  
13 isn't in the secondary field, but we will work  
14 backwards perhaps. For many years in Ontario we have  
15 suffered with music programs as other countries  
16 have suffered from a kind of patched up group of  
17 teachers, people who are doing music on the side, the  
18 church organist, the piano teacher eking out his  
19 rather meagre income, the symphony orchestra musician  
20 who is getting a little arthritic, this type of thing.  
21 And the professional musical educator is a relatively  
22 new phenomenon in North America. You might date it  
23 back in large numbers to about the 20's in the United  
24 States and perhaps the mid 40's here in Canada.

25                  In the secondary school a competent  
26 music teacher is a person we feel with a professional  
27 course at the University level, a person who is a  
28 musician, a teacher, an educated person because we  
29 recognize that many people in music cannot see much  
30









1 beyond their own field. I would say, first of all  
2 a musician, second of all a teacher, although I  
3 realize I could be criticized for that.

4 The junior high level as has happened  
5 in many fields, is partially manned or womanned by  
6 the professional musical educator, partly by the person  
7 who is trained as the elementary teacher is trained to  
8 teach a variety of subjects, of which music is one.  
9 We are beginning to make some impact in the secondary  
10 level and we are, with the various Universities now,  
11 that are preparing teachers, we are beginning to get  
12 to the situation where the students, where the demand  
13 is not so far ahead of the supply as it was at one  
14 time.

15 In the elementary field, the situation  
16 is a much sadder one in that the amount of teaching  
17 that a normal school graduate gets in music I think  
18 amounts to something like 20 hours of classroom work  
19 a year. If the person happens to be fortunate enough  
20 to have had some high school or private instruction  
21 and is musically inclined, there are ways in which  
22 this person can improve his competence or reduce his  
23 incompetence by going to music courses operated and  
24 offered by the Summer School - the Department of  
25 Education in the summer.

26 But unfortunately by far the largest  
27 number of people who have the greatest<sup>amount</sup>/of contact with  
28 the students are the teachers who have very little  
29 training in music and as a result they opt for that  
30 part of music which can be taught by a person who is





1 unmusical. That is those things that you can write  
2 down on paper and we end up with these dreary courses  
3 called theory, learning about farmer Brown needs  
4 apples daily, or something along those lines and spaces,  
5 or end up with pretty little stories about composers  
6 practising in the attic by candlelight and this type  
7 of thing.

8 This is the kind of music-teaching that  
9 can be done by a person who is not a musician. We  
10 feel it is not music and this is where we would like  
11 to see the elementary school music teacher be again  
12 a teacher with music composite. Not necessarily a  
13 person who is all music, but who has a greater amount  
14 of competence and we are frankly not really beginning  
15 to fill the needs for this particular kind of teacher.  
16 And the sad fact is that some students are either  
17 getting what is theoretically called music, which is  
18 a very dreary substitute, or in the case of the  
19 teacher who is afraid of music, as many of them are,  
20 they are not getting it at all even though theoretically  
21 they are.

22 So I think where we feel that the real  
23 push must come is improving the level of instruction  
24 at the elementary school level.

25 MRS. FARR: I think perhaps I must be  
26 thinking of the early years slightly differently than  
27 you are. You have said there the music instruction  
28 in the early years requires an expertise that is  
29 rarely found in general classroom teachers.

30 Let us talk about the very early years







1 in the elementary system. Surely the teachers in  
2 these early years are not teaching theory and what  
3 expertise do you feel that is required, that is rarely  
4 found in a classroom teacher.

5 PROFESSOR ROSEVEAR: I would like to  
6 jump in there if I might. You will notice on the chart  
7 where we have marked Primary Specialist, and then we  
8 have General Classroom Teacher, one of the strengths  
9 I feel that we have in the system is the fact that  
10 the Primary Specialist traditionally has had prerequisite  
11 in music. But what very often will happen is that a  
12 student will move out of that area, and then into the  
13 Grades 2 and 3, right up through 4, 5 and so forth  
14 and very well could be in contact on a daily basis  
15 with a teacher who really doesn't feel very comfortable  
16 singing pitches or isn't very adept at rhythmic work,  
17 etc. etc. The result of that is that the teacher  
18 simply shies away from any kind of practical work,  
19 doesn't necessarily teach the child how to use the  
20 voice properly and certainly doesn't embark upon any  
21 kind of systematic reading program, so that at Grade 6  
22 the next piece of music that is placed before the  
23 child, you know it is still much of a mystery in terms  
24 of reading music, as it was back in Grade 3.

25 MRS. FARR: So you are really talking  
26 about the area 4, 5 and 6 when you talk about early  
27 years.

28 PROFESSOR ROSEVEAR: I think we are  
29 talking about that area particularly because we have  
30 felt that the Primary Specialist with the music







1 requirements that were built into that program have  
2 demonstrated the value, but what happens now is a  
3 student may go through high school, not elect music,  
4 all the way from 9 to 13, go to Teachers College, get  
5 20 hours of instruction music there and then come  
6 back into the system and teach music to our children  
7 in those formative years. Let us say the Grade 4 level.

8 PROFESSOR GREEN: To answer a little bit  
9 more I understand they even relaxed the amount of  
10 keyboard ability for the Primary Specialist that they  
11 used to have. Traditionally the Primary Specialist  
12 was a person who could play piano and could make music  
13 and could involve these younger children in this kind  
14 of activity and as I know them and as Mr. Maben will  
15 speak more closely to that, it is the kind of person  
16 who works with the children on a creative level.  
17 Perhaps that work has been done much better than the  
18 years that follow, but if the Primary Specialist's  
19 requirements are going to be reduced, we are not going  
20 to have that kind of person.

21 Some of our graduates, for example, have  
22 chosen to do elementary work rather than secondary  
23 work, and have gone in and they are excellent pianists  
24 and good singers and so on and get the children  
25 involved in musical activities which are tied in with  
26 things down at that level.

27 MRS. FARR: It seems to me the integration  
28 of music with other subjects with the whole program  
29 is so very important in the early years that the





1 classroom teacher is perhaps the best person to do it.

2 PROFESSOR ROSEVEAR: Well you see we  
3 haven't said the Music Specialist, we have said the  
4 competent music teacher and to many of us a competent  
5 music teacher is the general classroom teacher who  
6 has competence in music.

7 MR. TROWELL: How can we ensure that  
8 there is the necessary --

9 PROFESSOR ROSEVEAR: May I answer this  
10 with a personal comment? I have three daughters in  
11 Grades 2, 4 and 6. The actual fact is they have not  
12 been getting the musical instruction because they  
13 have been in classrooms where the teacher does not  
14 feel particularly comfortable with music. I have gone  
15 to the school, discussed this with the teacher and  
16 this is obviously the case. Music is not one of their  
17 strengths, therefore they are not giving the instruction.

18 Our problem is the classroom teacher  
19 opts out too often.

20 MRS. FARR: Yes, this could happen with  
21 art or science or something else too.

22 PROFESSOR ROSEVEAR: Possibly, but I  
23 think the competence required of the teacher for music  
24 is perhaps a little greater.

25 MR. TROWELL: Well I was going to come  
26 to this. How can we ensure that there is the necessary  
27 competence in music on the part of those teachers in  
28 those elementary grades, and what would the impact  
29 on cost be to achieve that competence.

30





1 PROFESSOR ROSEVEAR: Well I think we  
2 have to have a good look at the teacher education  
3 programs first of all. We certainly have to do better  
4 than we have been doing in the past few years in  
5 Teachers Colleges. There is no doubt about it, where  
6 you have a specialized type of teacher you develop  
7 basic musicianship to a very high degree. We are  
8 always confronted with the success of Kodaly, for  
9 instance, but Kodaly had the advantage of good  
10 musicians who could pass on this competence to others.

11 Now somehow or other if we are going  
12 to continue to have the general classroom teacher do  
13 the music instruction, then we have got to have a  
14 better program in the teacher training situation.

15 MR. TROWELL: Well in the larger  
16 elementary school, would it be possible to have one  
17 or two regular music teachers with that special  
18 competence handle the music training for a number of  
19 classes while the regular classroom teacher was  
20 occupied with different matters and so on?

21 PROFESSOR ROSEVEAR: I think this is  
22 the hopeful trend that we see in some situations  
23 right now. It is certainly working very well at the  
24 Grades 7 and 8 level and I know of some isolated  
25 situations in my area where a teacher is dipping down  
26 into the lower grades and is enthusiastically working  
27 with music and that other teacher is replacing her  
28 at some other situation.

29 This is certainly one direction I think  
30 we should be moving towards.









1 MR. RONSON: One of the things that  
2 seems to be indicated is the normous amount of resources  
3 that we need to be devoted to make everyone skilled in  
4 any kind of music. All our students skilled in a  
5 variety of kinds of music. Is there a way to  
6 differentiate between the type of person that is likely  
7 to benefit from having their voice trained, or learning  
8 some musical instrument and the other person is  
9 likely to benefit by music appreciation as such?  
10 And can these people be separated so that we don't  
11 try and make each person --

12 I would be one of the sow's ears. I can  
13 appreciate this and yet I love music but there is no  
14 way that anybody could teach me. Somebody taught me  
15 the saxaphone, but that was all they could.

16 PROFESSOR ROSEVEAR: Actually the program  
17 that we propose in the elementary years is essentially  
18 a voice oriented program. From that standpoint there  
19 is no great expertise required in the specific  
20 instrumental areas that we might look for in a  
21 secondary school person.

22 MR. RONSON: What I am really saying is  
23 if you have to have half a loaf, which you may have to  
24 have because of the expense of teaching people to do  
25 a good job of teaching music. Isn't it better to  
26 get your half loaf by dividing people up and sorting  
27 them out as early as you can and those who can be  
28 trained and those who can learn how to appreciate  
29 music?

30





1 PROFESSOR GREEN: I think this goes  
2 back -- first of all in effect we have what you are  
3 suggesting, that is there is a filtering of process,  
4 by the time they get to secondary school the people  
5 who are not interested in certain activities they just  
6 opt out of them. But I think what we cherish for  
7 every child, at least at a certain level, at the  
8 beginning level is an exposure to what music can do  
9 for that person for his aesthetic education and we  
10 recognize that there are certain obviously professional  
11 possibilities and program, who can build a program.

12 And just what is going to happen to  
13 professionals on the one hand, there are certain music  
14 making activities of a functional type, useful as they  
15 are, playing for school assemblies and entertaining  
16 people and so on. We do not deny that, but we would  
17 cherish for the youngster at the early ages is  
18 exposure to the elements of music so it does something  
19 for him from the aesthetic point of view, from his  
20 spiritual point of view so to speak, and I think it  
21 is a progressive specialization with more and more  
22 people eventually dropping out of the program, until  
23 those who want it can profit from it, can go through  
24 to the end.

25 To answer your question I would say  
26 that at the elementary level I would hope that a music  
27 course could be taught in such a way that it would not  
28 require necessarily any highly specialized skills and  
29 that it could be, of course, valid to everyone no  
30 matter how relatively unmusical they might be, and





1       having been given that basic instruction, then the  
2       place to cut and select is the upper levels where you  
3       have to be more specialized.

4               In other words, even though I am teaching  
5       people who teach in the secondary school, I have to  
6       be honest and say if you have to cut something out  
7       it has to be the secondary school, and the one thing  
8       that can't be cut and yet is what is being done now  
9       is the elementary.

10              MR. KERR:   Professor Rosevear, do I  
11       understand you to be saying that almost all children  
12       have a developable appreciation if they are taken in  
13       the early years?

14              PROFESSOR ROSEVEAR:   I would say so.   It  
15       is an appreciative attitude you want, a valuing kind  
16       of attitude.   It is very difficult to teach.

17              PROFESSOR GREEN:   I think traditionally  
18       we have tended to underestimate the potential for  
19       musical development in our youth.   There is more  
20       potential there than we have been able to develop over  
21       the past two years because of the problems of finding  
22       the right teachers.

23              THE CHAIRMAN:   Gentlemen, if we accept  
24       the regular classroom teacher should have special  
25       competence for music, this would also apply -- how in  
26       one year professional training are you going to give  
27       teachers this degree of competence that you say is  
28       necessary?

29              PROFESSOR GREEN:   I would hope you  
30       wouldn't say one year.   The Departments say the people









1 want the people to have a degree.

2 THE CHAIRMAN: I say one year professional  
3 training.

4 PROFESSOR GREEN: After the degree.  
5 You are assuming that in the three years or four years  
6 before this they are not having any.

7 THE CHAIRMAN: They may not have any.  
8 Well the people entering Teachers College now may not  
9 have had any educational music.

10 PROFESSOR ROSEVEAR: I think the answer  
11 to this is we have to develop varying degrees of  
12 specialization. I think we have been turning out a  
13 highly specialized person who operates at the secondary  
14 school level very well. Right across the vocal and  
15 instrumental music spectrum, I think if everybody is  
16 going to have to have a degree in the future, then at  
17 least a small percentage of that population that might  
18 be going into say, a three year B.A. type program,  
19 a small percentage of that population should be  
20 encouraged into some kind of concentration in music.  
21 So that when they go out into the schools to teach,  
22 they will be the ones assigned to do the music  
23 instruction and it may be 7, 8, 10 per cent of all  
24 the B.A.'s, let us say, that are going through the  
25 faculties of education.

26 But there ought to be a small percentage  
27 of those people with a concentration of music so that  
28 they can get into the classroom and do the job that  
29 has to be done. For us to take people who have not  
30 had music in the secondary schools, give them a token





1 of musical instruction in the teacher training, and  
2 then ask them to teach our children music, I think is  
3 ridiculous.

4 THE CHAIRMAN: Doesn't that require  
5 concurrent type programs?

6 PROFESSOR GREEN: Only partially so.  
7 If a person takes a baccalaureate degree -- and by the  
8 way I just sort of go on record as saying I am sorry  
9 that in so many pronouncements from the Department,  
10 it has said B.A. and has not said Bachelor of Music,  
11 Bachelor of Physical and Health Education, Bachelor  
12 of Science, we are running into this problem very  
13 often, we have people with a baccalaureate degree  
14 considered not as well trained as a B.A. with three  
15 years, which is ridiculous. But anyway I assume  
16 by baccalaureate degree you mean a University program.  
17 These people are going - every person in that program  
18 is going to have some kind of a specialization. It  
19 might be oriental languages, hopefully some of them  
20 might be music and some of them might be science and  
21 some of them might be mathematics, and hopefully let  
22 us say the science person in the elementary school  
23 will teach the science better and maybe help the  
24 other science teachers, or the math person might do  
25 math better.

26 We would hope that some of them, as  
27 Professor Green has said, would do an undergraduate  
28 program in music. Not necessarily a Bachelor of Music  
29 but some orientation to it in the undergraduate  
30 program where he could be the specialist in that area.





1 Whether it requires a concurrent program, I do not know.  
2 We have been arguing this out for a long time.

3 PROFESSOR GREEN: We did in fact  
4 introduce the Bachelor of Arts program at Western  
5 three years ago, which is exactly the type of thing  
6 that I have just been suggesting. As soon as the  
7 announcement came out about all teachers having to  
8 have a degree, we set about to design a new type of  
9 program hoping that many of these people would select  
10 a degree with the arts and the music blended.

11 Now they in effect are doing this in a  
12 consecutive program at Western so I think it can be  
13 done in other places.

14 MR. RONSON: Well aren't some of the  
15 Universities going the opposite the way where they  
16 are not requiring any specialization at all?

17 PROFESSOR GREEN: I think that's very  
18 true in a general B.A. program.

19 MR. RONSON: Isn't this what you are  
20 talking about, where someone has a combination of  
21 arts and music where they didn't have a Bachelor of  
22 Music? And yet it just isn't going to be possible  
23 the way some of the Universities are going.

24 PROFESSOR ROSEVEAR: Well I think the  
25 way many Universities are going in the arts field,  
26 there are a certain group of students who aren't going  
27 to be specialized in anything. In our University  
28 you can take anything in lawyers in a first year course.  
29 I think it is ridiculous, but then they didn't ask  
30 my opinion, but there are going to be students who









1 want to have competence in a certain area and what  
2 we are trying to do and what Western is trying to do  
3 is to set up a program which is designed for this kind  
4 of person. We are not trying to turn them out as a  
5 second grade Bachelor of Music, we are trying to turn  
6 them out as an educated person and the courses that  
7 they will take will be historical, theoretical and to  
8 some extent practical types of things, but they could  
9 be the kind of music courses that would be valuable  
10 to a person who has this degree, regardless of whether  
11 he ever goes into music. It would be things of a  
12 cultural nature as well as -- hopefully some people  
13 could opt for a specialization within a general arts  
14 degree.

#)30

15 THE CHAIRMAN: Gentlemen, I am interested  
16 in your statement, we spent substantial funds for  
17 television. It has not assisted you in any way.  
18 Do you think this media would be perfectly tailored  
19 for you and you say we are wasting money in the field  
20 of educational television.

21 PROFESSOR GREEN: I think what we are  
22 saying in effect is our student population is not as  
23 great as say mathematics or English and so forth and  
24 therefore when the programs are planned, we very often  
25 find it difficult to get involved with the mainstream  
26 of activity. Now I think there were some programs  
27 put out in music but certainly there has been no  
28 great thrust in developing educational television  
29 programs in music to date, and this is all we are  
30 saying. That we have not felt the impact of the media





1 because so far there have been three or four nominal  
2 short video tapes produced.

3 THE CHAIRMAN: Any idea what this cost?  
4 You say it had no impact.

5 PROFESSOR GREEN: When I say it had no  
6 impact I am talking now about the teachers in the  
7 classroom. I don't think that they have felt the  
8 support of the programs that have been produced.

9 PROFESSOR ROSEVEAR: I was rather  
10 shocked when you said that and hope you are aware of  
11 what we really did say. I think you were referring  
12 to a statement on page 2, saying it has not assisted  
13 music teachers in any significant way. I realize it  
14 is playing with words a little bit, but it doesn't  
15 say in any way.

16 THE CHAIRMAN: Perhaps I was leading you  
17 a bit.

18 DR. PHILLIPS: Where you refer to  
19 Research Projects on the same page, would you elaborate  
20 a little on the projects you would have in mind.

21 PROFESSOR GREEN: Well I could say that  
22 the one project that has been done through OISE was  
23 a project on developing a better program for elementary  
24 music education. The use of some of the Kodaly  
25 techniques from Hungary and the whole problem of  
26 developing musical literacy in the early years, that  
27 was a splendid program.

28 Our people don't find it easy to get  
29 projects like this launched, I have heard the comment  
30 that they were hoping for a rather ambitious extension





1 of that initial Research Project and there may be  
2 something forthcoming, but it is not as ambitious as  
3 it might be.

4 I think what we are saying in effect is  
5 that we sometimes find it difficult to get large  
6 groups like OISE interested in our discipline because  
7 sometimes it is a hard discipline to measure. Certain  
8 forms of achievement and so forth, and I know I  
9 personally went to the institute that was in existence  
10 before OISE and tried to interest two or three  
11 faculty members oh some 10 years ago, eight or ten  
12 years ago, in projects in music. And we just found it  
13 difficult to get them interested in it because I think  
14 they felt we represented a fairly small segment of the  
15 population.

16 PROFESSOR ROSEVEAR: We would like to  
17 know more about the nature of learning in music. We  
18 would like to know how effective our programs have  
19 been or how ineffective they have been in relationship  
20 between school music programs and symphony orchestra  
21 attendance, if you will, things of this kind, some  
22 kind of a qualitative study on the influence that an  
23 exposure of certain programs would have in terms of  
24 a person's later life. That is the kind --

25 DR. PHILLIPS: You see this being done  
26 by teachers in the high schools and the elementary  
27 schools or by Universities.

28 PROFESSOR ROSEVEAR: I would think by  
29 a combination.

30







1 DR. PHILLIPS: Are the Universities doing  
2 anything significant in this type of research at the  
3 present time?

4 PROFESSOR ROSEVEAR: At the graduate  
5 level there are a number of projects. Unfortunately,  
6 relatively few of the people are doing graduate work  
7 here.

8 Getting back to the United States --

9 PROFESSOR GREEN: Graduate programs in  
10 music are only now starting to develop in the  
11 Universities.

12 THE CHAIRMAN: Gentlemen, turning to  
13 your recommendations, what really are you recommending?

14 PROFESSOR GREEN: We did not have a  
15 specific figure. <sup>we</sup> What/are saying there in effect is  
16 we could change the teacher education program and  
17 we might improve the training for teachers, but what  
18 we have to do is follow that up and make sure that  
19 Boards are going to use these people in teaching music.

20 Now if we give them a good background  
21 in music and they end up teaching all the other  
22 subjects, then we haven't really accomplished that at  
23 all. So what we are saying here is that there ought  
24 to be some incentive in terms of Boards making sure  
25 that the music instruction is carried on by competent  
26 people.

27 THE CHAIRMAN: Gentlemen, in 3 what  
28 evidence is there of the overlapping and unnecessary  
29 duplication you are referring to. Could you give us  
30





1       some specific comments?

2                   PROFESSOR ROSEVEAR: Well I could give  
3       you an example of the kind of things that happen.  
4       The Departmental consultants have under various names  
5       have traditionally visited the classrooms in music,  
6       the same Departmental person may visit a music class-  
7       room and help a teacher to know her music better.  
8       The area co-ordinator comes around and may do exactly  
9       the same thing and even the local co-ordinator may  
10      do the same thing.

11                   This is the type of duplication I think  
12      that we see happening so often and the sad thing is,  
13      of course, when all these co-ordinators get through  
14      and go away the teacher does not know anything about it  
15      anyway. It is the only music they get in many cases.

16                   MRS. FARR: What about the teachers,  
17      the music teachers that go around the country teaching  
18      the music in various schools. Are we getting value  
19      for our money there?

20                   PROFESSOR GREEN: We did some inquiry  
21      about this. Most of us have some experience with it  
22      ourselves down through the years, but we did a rather  
23      crude survey in preparing the Brief, and we find that  
24      some teachers are at least some itinerant teachers, as  
25      they are called, who get to see one classroom maybe  
26      three times during the year. They are spread so thin  
27      that it is only on three special occasions during  
28      the year that that itinerant teacher gets around.

29                   Now it varies a great deal from one  
30      situation.





1 MRS. FARR: Sometimes it is every week  
2 or twice a week.

3 PROFESSOR GREEN: Yes, although looking  
4 at the information that we have gathered from probably  
5 12 different areas, talking about County Boards, City  
6 systems and so forth, I do not think the itinerant  
7 teacher is getting around that often in most cases.

8 MRS. FARR: This on page 2, you believe  
9 that costs for instruments and equipment could be  
10 more carefully controlled without adversely affecting  
11 the quality of work.

12 Would you bring that a little more  
13 thoroughly. You have mentioned a per pupil formula.  
14 You have also warned against false economy of purchasing  
15 cheaper instruments. How do you propose that the  
16 cost be more carefully controlled without affecting  
17 the quality of work?

18 PROFESSOR ROSEVEAR: Well one great way,  
19 the program in the United States has flourished and  
20 that is educating the parents to the thought. I mean  
21 this is, granted, passing the cost along, but having  
22 a greater proportion of the students in an instrumental  
23 program own their own instruments.

24 We have developed the idea. Unfortunately  
25 here where a student expects to have his own instrument  
26 for the whole time throughout high school, including  
27 some who will come out --- who don't own it and I  
28 think this is astounding. I think if the parent is  
29 that interested that they might provide instruments  
30









1 and in relation to the cost of an instrument the  
2 parents in many families are spending far more on other  
3 bits of hardware than they are on an instrument. Some  
4 of the most successful programs have been in those  
5 areas where it is traditional for a student and his  
6 pride in the instrument that he buys his own. This  
7 is one way in which we can do it.

8 Another way in which we can save is to  
9 have a realistic form of amortization, the cost of  
10 instruments. What often happens in a school is an  
11 instrumental program is instituted and X number of  
12 thousands of dollars is necessary in order to get it  
13 on the rails and then we forget it for 10 years and  
14 the 10th year everything is falling apart. If we  
15 could amortize somehow or other, at 10 per cent of  
16 the original cost of the instruments per year, this  
17 reduces the amount of buy each year.

18 MRS. FARR: How long do the instruments  
19 usually last?

20 PROFESSOR ROSEVEAR: Well it just depends.  
21 Ten years I just used as a rule of thumb. I could go  
22 on in more detail. There are certain instruments which  
23 within reason last for ever, and by using this 10  
24 per cent or some kind of an amortization program, you  
25 can refurbish instruments that are refurbishable.  
26 For instance, a violin can be refurbished and be  
27 practically as good as new, maybe better and improve  
28 the quality of instruments as you go along and avoid  
29 these tremendous hills and valleys where you spend  
30





1 ten thousand dollars one year and nothing for ten  
2 years and then all of a sudden another ten thousand.

3 MRS. FARR: These instruments that you  
4 say last forever or a long, long time. Are these  
5 instruments then that the Boards should buy or did  
6 you see the students as being encouraged to buy all  
7 instruments?

8 PROFESSOR ROSEVEAR: Well there are  
9 certain bits of hardware the music program has to have.  
10 It is unreasonable to expect a student to own, although  
11 some of them do. Tubas, bass clarinets, things of  
12 this kind which often we are called doubling instruments  
13 where a student may own one and play another. That  
14 kind of thing you have to have, but the normal sort  
15 of garden variety instruments, flutes, clarinets,  
16 trumpets, trombones, instruments of that kind,  
17 saxaphones, most of the saxaphones, many of the  
18 students are buying anyway and hopefully this is where  
19 the individual purchase comes in and helps the other.

20 PROFESSOR GREEN: I think here in some  
21 situations we might buy an instrument and three or  
22 four students will use that instrument during the  
23 year. I do not think, you know, we should give the  
24 impression that every student in the secondary school  
25 program has an instrument for himself.

26 So when you get three and four people  
27 using one instrument, and it also may be used in a  
28 junior orchestra and a senior band, this kind of  
29 thing, there is a tremendous amount of utilization  
30 going on for that one instrument.





1 Now if you pay \$150 for a clarinet and  
2 have three or four students using it every year over  
3 a period of 10 years, I think you can see that the  
4 cost is really not that great.

31 5 THE CHAIRMAN: Gentlemen, what is the  
6 cost of the full equipment?

7 PROFESSOR ROSEVEAR: Well it is difficult  
8 to say unless you know what you want to have in here.

9 MR. BROWN: When you talk about music,  
10 are you not talking about the walls, ceilings, floors,  
11 you are just talking about the equipment that is in it.

12 THE CHAIRMAN: Yes.

13 MR. BROWN: Well last year, starting a  
14 music program in a new school, we had a budget of  
15 approximately \$16,000.

16 THE CHAIRMAN: 16,000.

17 MR. BROWN: Wait a minute, I haven't  
18 finished. That is a budget of 16,000. Out of that,  
19 you know, there is supplies, there is music that has  
20 to be bought, music for band music, orchestra music,  
21 this sort of thing; choir music is not on grant or  
22 text books. Therefore, that has to be bought  
23 separately. That is part of this budget.

24 THE CHAIRMAN: I am referring here to  
25 your recommendation where you say every elementary  
26 school<sup>should</sup> have one fully equipped music room. Are  
27 you gentlemen counting on how many musical rooms this  
28 would require in the province of Ontario?

29 PROFESSOR GREEN: I think we should  
30 clear up a point here, a misunderstanding. I think









1 Mr. Brown was referring to an instrumental music  
2 classroom including probably piano, playback equipment  
3 and all the instruments, text books, instruction  
4 material and so forth. This is not required in the  
5 elementary grades. As a matter of fact, when you get  
6 down to equipping a classroom for elementary, it is  
7 much, much less. Would you like to comment on that?

8 MR. MABEN: Well if you are talking  
9 about music room, yes. We have two elementary rooms  
10 which don't have the extensive equipment that secondary  
11 or junior high have. I am afraid I cannot comment on  
12 the cost, but they involve<sup>a</sup> piano for a thousand dollars,  
13 a P.A. stereo or high-fi system of maybe two thousand,  
14 maybe less than that, probably fifteen hundred, more  
15 like it. Sundry equipment, charts and things,  
16 probably \$500, rhythm instruments which would come  
17 to a couple of hundred. That would be an elementary  
18 classroom.

19 PROFESSOR ROSEVEAR: Well it wouldn't  
20 rule out the classroom for other things, not saying  
21 that is the music room in which it is possible to  
22 teach music.

23 THE CHAIRMAN: But you are saying it  
24 should be fully utilized and therefore not -- could  
25 be used for any other purpose. If we carry out this  
26 recommendation it would mean we would have to build  
27 a lot more classrooms in Ontario.

28 PROFESSOR GREEN: Well I think those  
29 classrooms already exist. What does bother us is the  
30





1 open area concept did not take into consideration  
2 always the fact that you work with sound mainly and  
3 therefore this tends to disrupt other activities going  
4 on in the open area, or the other activities that  
5 are going on also tend to disrupt those students that  
6 are working in music and need to be listening for  
7 sounds both quiet as well as noisy. And I think our  
8 concern was in developing open area schools you had  
9 to realize that there was some sound isolation that  
10 would be necessary.

11 THE CHAIRMAN: But being realistic, how  
12 small a school can you actually justify in your  
13 opinion putting in a music room? We still have a lot  
14 of small schools in this province.

15 PROFESSOR ROSEVEAR: In most of the schools  
16 there are musical activities of some kind going on now.  
17 When you say putting in a music room, what you are  
18 really saying is you equip that room to do the job  
19 better. You don't build another room presumably unless  
20 you teach more music, and hopefully it would be the  
21 sort of thing that would be isolated in such a way  
22 that it would not bother other people. But what we  
23 would hope that in that room would be the physical  
24 equipment to do the job.

25 MRS. FARR: You mean you move the  
26 children to the room instead of moving the equipment  
27 to the children?

28 PROFESSOR ROSEVEAR: That is right.

29 THE CHAIRMAN: Gentlemen, I do not want  
30





1 to keep you too late, but there is one last question  
2 I would like to pose to you.

3 Maybe I am interpreting this wrong,  
4 but I gather from what you are saying, is that the  
5 way we are teaching music in the Province of Ontario,  
6 probably we are wasting a lot of money. Is this true?

7 PROFESSOR GREEN: I think we would all  
8 agree that there are ways of saving money in the  
9 province right now and we have talked about, for  
10 instance, the instrumental programs. Certainly there  
11 is a wide range between what one teacher spends to  
12 carry out his instrumental program and what another  
13 needs to spend.

14 But we did not develop along this point  
15 from the standpoint that probably 80 per cent of the  
16 cost of education are salaries, not non-salaried items.

17 PROFESSOR ROSEVEAR: To answer Mr. McEwan,  
18 I wouldn't agree that we are wasting a lot of money.  
19 I would just say that we are not getting the return  
20 for that number of dollars that we deserve to get.  
21 In that way it is a waste. If that is what you mean  
22 by wasting, I would say yes, we are wasting money.  
23 We are hiring people who are incompetent and they  
24 waste money.

25 We say for, you know, an additional  
26 cost, but not necessarily a proportionate additional  
27 cost, you are going to get more value received, and  
28 therefore in the long run reduce waste by getting a  
29 better product.







1 MR. TROWEL: Are you saying we are  
2 actually paying people as music teachers who are  
3 incompetent?

4 PROFESSOR ROSEVEAR: That's right.

5 MR. TROWEL: And they are being paid as  
6 music teachers?

7 PROFESSOR ROSEVEAR: Yes, but we are  
8 not unique in this subject. But it is perfectly true  
9 there are a lot of incompetent music teachers.

10 MR. TROWEL: And they are classified as  
11 music teachers?

12 PROFESSOR ROSEVEAR: That is right.

13 MR. BROWN: I am not going to elaborate  
14 because I don't want to get involved in names, but  
15 I was a music master at Toronto Teachers College and  
16 when you get out of the schools, you know following  
17 student teachers around, and of course being interested  
18 in music, interested in what is going on in schools,  
19 we are absolutely appalled at what is going on in some  
20 of our schools, and through people who are supposed  
21 to be classified as music teachers in a school.

22 A teacher who is, you know, there for  
23 the purpose of doing something musical in that school.

24 MR. TROWEL: Are those same teachers  
25 receiving additional salary because of that classifica-  
26 tion?

27 PROFESSOR ROSEVEAR: I would think only  
28 if they have managed somehow or other to get additional  
29 Oak Leaf clusters specialization, that sort of thing.

30





1 THE CHAIRMAN: Department heads.

2 PROFESSOR ROSEVEAR: Yes, I am sorry to  
3 say some Department heads.

4 MR. BROWN: As Professor Rosevear says,  
5 I don't think we are unique in that situation.

6 PROFESSOR ROSEVEAR: We can be very  
7 critical. Just one generation we have got to the point,  
8 for example, in 1946 we had three high schools in the  
9 Province of Ontario who taught instrumental music as  
10 a curricular subject and two of those, I believe,  
11 are vocational schools which taught a shop subject and  
12 there was a lot more music being taught, a lot more  
13 being taught better. But there is also a lot more  
14 being taught pretty badly, partly because for some of  
15 us the aims of those particular teachers are so  
16 relatively low that they are going through the motions  
17 of teaching a kind of music that we feel is cheating  
18 everybody, including the student.

19 We would like to see a better quality  
20 of teacher, by better teachers, better musicians, who  
21 are occupying the students for that length of time,  
22 and spending that number of dollars.

23 MR. MABEN: And then there is an  
24 additional thing. The elementary qualified teacher  
25 who is not teaching music. In that sense it is a  
26 waste too. You know, the taxpayers are paying for  
27 music education for their children, which I think  
28 our society believes is a good thing, but it is not  
29 happening, yet they are qualified to do so.  
30





1 PROFESSOR ROSEVEAR: I think it is only  
2 fair not to give you the impression we are being very  
3 lofty and very critical about the quality of teaching,  
4 because quite honestly in the field of music if it  
5 weren't for the work of the well-intentioned amateur,  
6 as I call him, we would not be here today.

7 We can name many of these well-intentioned  
8 amateurs who have done a magnificent job and they  
9 kept things going until we got the right climate to  
10 do a better job and, you know, the church organist  
11 and the private piano teacher and all these people  
12 that I seem very critical about, some of them have  
13 done a magnificent job except in various cases time  
14 has passed them by.

15 THE CHAIRMAN: Gentlemen, do you have  
16 any more questions?

17 Well gentlemen, we are sorry to keep  
18 you to this late hour, but we certainly appreciate  
19 your coming and putting in an appearance. You have  
20 been most helpful. Thank you.

21  
22 --- At 6:20 the hearing recessed until tomorrow  
23 morning at 10:00 a.m.

24 -----  
25  
26  
27  
28  
29  
30











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1 ---Upon resuming at 10:00 a.m.

2 Organizations & Groups Brief #13

3 ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS

4 THE CHAIRMAN: Good morning, Gentlemen.

5 You can assume that we have read your brief, which we  
6 all have. I am just wondering if you would introduce  
7 the men who are here today, and if you have anything to  
8 add to your brief, please do so, and then we will  
9 have a few questions for you.

10 MR. LEES: Thank you, Mr.Chairman. I  
11 would like to introduce the members of this Committee.  
12 At the far end is Mr. G.B.Goulding, who is the current  
13 executive secretary of the Ontario Federation of School  
14 Athletic Associations. Next to him, Mr. Douglas Barbour,  
15 who is assistant superintendent for the Borough of York.  
16 Next to him ~~or~~ neophyte retiree, Mr. N.A.Beach, who  
17 served the Association faithfully from 1957 to '71,  
18 as its executive secretary, and next to me, Mr. Arthur  
19 Martin, ~~etc.~~ Secondary School Principal, Bayview,  
20 and my name is John Lees, and I am a secondary school  
21 principal for Thorold, Ontario.

22 This Committee is called the continuing  
23 commission which is a commission set up a number of  
24 years ago to deal with the future of CFSA, taking  
25 into account that past of course, and dealing certainly  
26 with current problems. This is an on-going committee  
27 and one of the many things we have done is prepare  
28 this brief for your consideration.

29 I think you will find we are a friendly  
30 lot. We are all educators and we have all been working





1 for many years with this organization. The  
2 organization is based on the premise that the inter-  
3 school athletic program can be best established by  
4 school officials to whom the responsibility for this  
5 phase of education has been delegated by the various  
6 educational jurisdictions throughout Ontario.

7 We are just going to focus our attention  
8 today on three parts of the brief, and hopefully from  
9 this you may wish to ask us questions. I think the  
10 first thing we should point out is that this organization  
11 was created by the Ontario Department of Education.  
12 Discussion had taken place between the years 1948  
13 and '53, by Dr. Althouse, and in 1953 the Ontario  
14 Federation of School Athletic Association was founded.

15 At that time, the Department of Education  
16 provided an annual grant which would cover the cost  
17 of a full time executive secretary and necessary  
18 office staff. The Department also agreed to provide  
19 office space for the Federation at that time, something  
20 which it has continued to do up to the present.

21 As the brief points out, there was  
22 sort of a general understanding that we would try  
23 to help ourselves as much as possible, so for every  
24 one dollar that we could raise from the membership  
25 the Department at that time agreed that they would  
26 give us two, so we have more or less operated on  
27 this two for one basis ever since. But we again want  
28 to emphasize that this organization was created by  
29 the Department of Education.

30 The second point that we would like to







1 make, is that the cost per participant -- now these  
2 are the secondary school students of the province,  
3 has actually decreased over the years between 1957  
4 and '61, the average cost per participant is  
5 approximately 32 cents. From 1962 to '66, the  
6 average cost was approximately 25 cents. Per year,  
7 that is, and for the years 1967 to '70, it had gone  
8 down to approximately 24 cents. So it is rather  
9 interesting to see that we have a decreasing cost in  
10 this day and age.

11 Also in connection with financial aspects,  
12 it should be pointed out and there are many people  
13 who do not understand this, but teachers who act as  
14 coaches, do so on a voluntary basis. There is no  
15 one who is paid to coach secondary school teams  
16 to my knowledge and if we use the figure of say  
17 \$300 per coach, and if we allow an estimated 25 per  
18 cent for duplication, there are approximately 5800  
19 male coaches in the province, and if we use this  
20 rough figure of \$300, this would amount to a cost  
21 of \$1,761,000. If we estimate similarly for the  
22 ladies, we have estimated it would cost another  
23 \$606,000, for a grand total of \$2,376,000.

24 Now, that is donated time which, if removed,  
25 would have to be paid for by someone. We feel  
26 that even if these people were paid that we could  
27 provide this service cheaper than turning the  
28 recreation aspect of our organization over to  
29 recreation commissions or agencies.

30 Our main concern are the students and we





1 are interested in their development and we feel that  
2 their development can only be fulfilled if the students  
3 have been exposed and/<sup>to</sup>have successfully overcome  
4 some of the challenges that this organization creates.  
5 The inter school programs provides young people with  
6 some of these opportunities and while we stress the  
7 importance of an adequate inter school program, it  
8 must be considered secondary in importance to a broad  
9 program of participation in physical education activities  
10 within our schools by all students.

11 So that is briefly the three points that  
12 we would like to focus on this morning and we would be  
13 happy to enlarge on any of these and answer any of  
14 your questions, Mr.Chairman.

15 THE CHAIRMAN: Mr. Lees, I will kick it off.  
16 Does your organization have a policy on the broad  
17 participation of students in intermural athletics as  
18 against the few on team sports.

19 MR. LEES: Yes. Do you mind if I refer  
20 some of these questions to the other people?

21 THE CHAIRMAN: Certainly. Any member you  
22 wish.

23 MR. BARBOUR: Yes they have, but you must  
24 remember that we co-ordinate, we do not decide policy  
25 for all of the various athletic associations across  
26 the province. We are merely trying to co-ordinate  
27 their policy and I know from discussions with directors  
28 of education and people associated with athletics that  
29 the emphasis depends on what the local area wants.  
30 In other words, if they are desirous of producing





1 a championship team for the school, the emphasis will  
2 go that way, but our feeling is, as educators, you have  
3 a broad program of intermural athletics if you ever  
4 hope to be successful in the inter school athletic  
5 program.

6 THE CHAIRMAN: Do you have a conflict with  
7 sports participation in any way?

8 MR. BEACH: No, not yet.

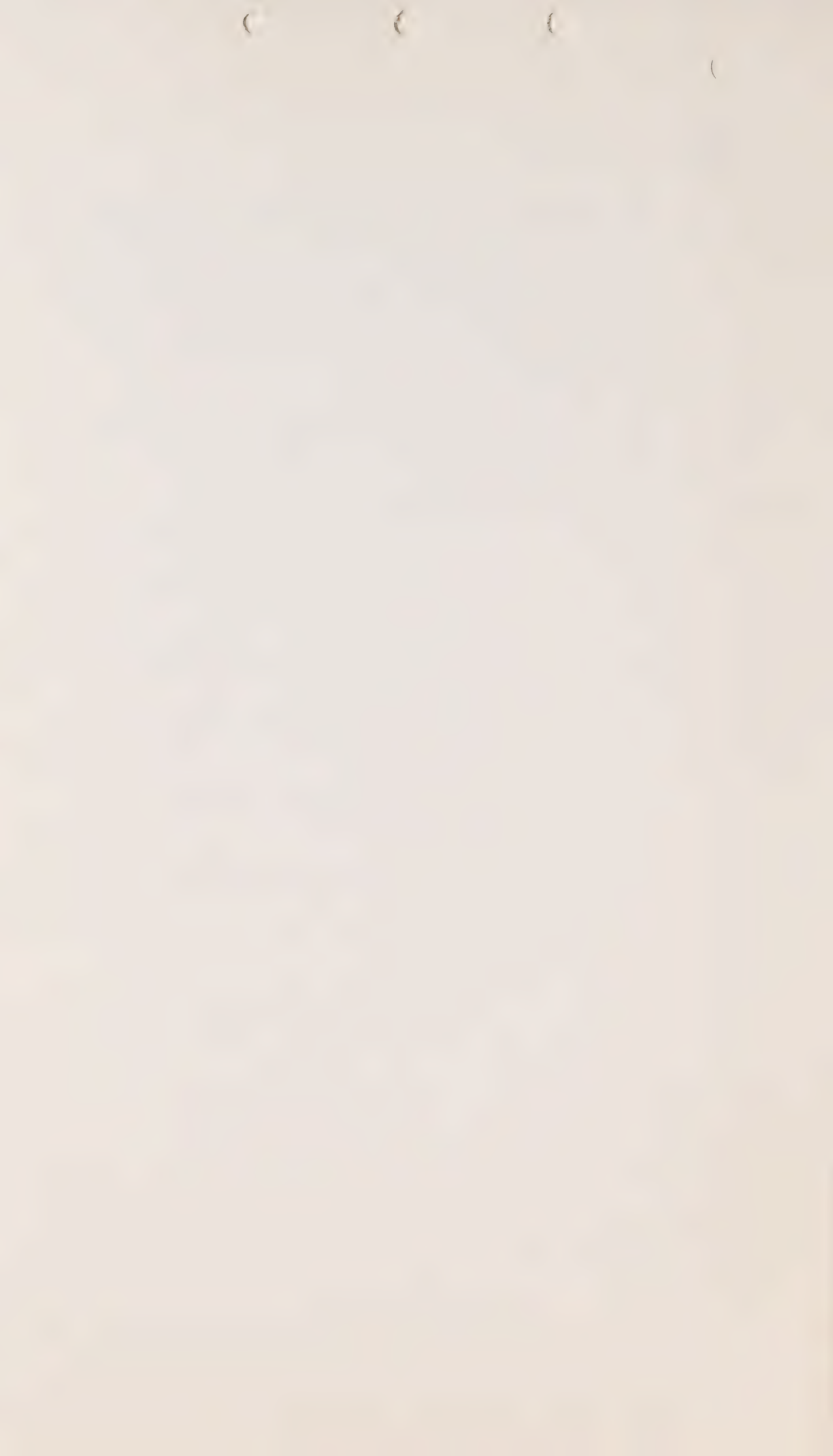
9 THE CHAIRMAN: Do you anticipate one?

10 MR. BEACH: No, I do not, because I think  
11 -- I know a fair amount of Sports Canada people, and  
12 I think the people who operate are not likely -- that  
13 started off with the feeling they were going to go  
14 ahead and put on a program and this changed completely  
15 when they realized they had to co-operate with the  
16 organizations now operating, so I think anything they  
17 do will be in consultation with the school people, local  
18 community people in sports. I don't think they can ride  
19 roughshod over anybody.

20 THE CHAIRMAN: You mentioned research.  
21 What do you have in mind? Any examples that you  
22 can give us -- who should carry it out -- what kind of  
23 an organizational structure is necessary ---

24 MR. GOULDING: I would like to refer that  
25 back to Pete, if I could, John, with his background  
26 knowledge of ---

27 MR. BEACH: Well there are a lot of items  
28 that may seem minor to most people in this area, that  
29 come up to some of us that work closely -- I think it  
30 should be looked at -- whether you call it pure research







1 or not, I do not know, but it has to be looked at  
2 pretty carefully. There is one in particular that  
3 has been harped on for, well as long as I have been on  
4 the job, fifteen years -- somebody taking a careful look  
5 at the effects of athletic competition -- by the way  
6 when you talk about participation inter mural, I think  
7 you have some figures but the fact of the matter is  
8 that people talked about the small number that are  
9 taking part in the inter school athletic program --  
10 well it is not a small number at all. By actual figure  
11 it is minimum, at least one boy -- 25 per cent --  
12 make it that small, but one boy in every four represents  
13 his school in some kind of athletic inter school  
14 athletic competition, and we have continually said  
15 you shouldn't have an inter school program unless you  
16 have a good inter mural program, so when you come  
17 back to this research, one of the things that a lot of  
18 people suggest should be done, that there should be a  
19 real research project on what effect an inter school  
20 athletic -- the athletes in the inter school athlete  
21 program spending a maximum amount of time -- what effect  
22 this has overall on his academic set up. Nothing much  
23 has been done on this -- there have been a few studies,  
24 but this is one that I would point out, there are a lot  
25 of others in the same area who are interested,  
26 particularly in the high school level, on injuries,  
27 body contact games like hockey and football, and  
28 something has been done on this. At least one on  
29 hockey was done by research people but so often people  
30 get on this, who really are not really research minded,





1 they are just looking for information or looking to  
2 satisfy their own prejudices.

3 THE CHAIRMAN: One further question. The  
4 figures that you presented here, the cost of coaching  
5 that is donated, comes to something like two million --  
6 a very impressive figure -- you should be proud of it,  
7 but we, as a committee on the cost of education have  
8 to present the total picture.

9 Now, you say many of these people are  
10 receiving time-table consideration, which is a cost.  
11 Now, have you calculated the cost which offsets this  
12 two million plus figure?

13 MR. LEES: Actually I would doubt that  
14 there are very many people who receive time table  
15 considerations today.

16 THE CHAIRMAN: You say many in your brief.

17 MR. LEES: Yes, there are some. I have  
18 no way of knowing exactly how many -- I can only speak  
19 from our area -- I don't know of anybody that gets  
20 time table consideration these days, because of the  
21 ceiling problem and teacher-pupil ratios.

22 THE CHAIRMAN: How about the other members  
23 of the group?

24 MR. MARTIN: I think there is one  
25 consideration here in putting that point in -- we were  
26 just trying to make sure that we were being honest,  
27 because in my own instance, I know that I do give  
28 time table consideration to people in full time  
29 phys.ed, but it is done only if availability of  
30 staff and the need for instructional time in a





1 school makes it possible. I don't think any  
2 school board that I know of would make it available  
3 for a staff to have that kind of consideration and  
4 I would never even make up, as a point to be asked for,  
5 because I think I know what would happen, and I would  
6 expect it to happen, I don't think that the public should  
7 be asked to provide that kind of \$36. per period or  
8 whatever it might cost for a supply teacher, or  
9 whatever it costs per teacher per period when the  
10 time table happens to be -- it would vary from school  
11 to school, depending on the salary of the teacher.  
12 So I think it is a point, something that does happen,  
13 principals do it, if they can do it, without making  
14 the organization of the school impossible. I don't  
15 think in any way it should be considered a policy  
16 within a Board or within the part of the province,  
17 and I might just say that you may notice in the City of  
18 Windsor there are some high school coaches who  
19 do receive an honorarium and I think the City of Windsor,  
20 to my knowledge is the only one who does in a couple  
21 of activities that is senior basketball and senior  
22 football. I think I am right in that. I just  
23 found that out myself in the last month.

24 THE CHAIRMAN: Do you agree with that  
25 policy?

26 MR. MARTIN: No, I think it puts the  
27 emphasis on inter school athletics that we don't want  
28 to see there. I personally don't want to see. I know  
29 I have had contact with American schools, and I  
30 know the emphasis they put on interschool athletics --









33

1 in fact inter school athletics program in some cities  
2 in some jurisdictions is important to the Board of  
3 Education because it becomes a resource, a means of  
4 making money and -- such as the International Falls-  
5 Minnesota, is a good example of that. It is rather  
6 interesting to see that the football coach there  
7 receives as much money as the principal of the school,  
8 and his only job is coaching senior football.

9 THE CHAIRMAN: That is not unusual in the  
10 United States, even at the University level. I gather  
11 the policy of your organization is that people who  
12 are involved in this should not receive either money  
13 or time table consideration for the work that they  
14 do.

15 MR. LEES: Our policy is that people  
16 involved in coaching are teachers, period. We don't  
17 say anything beyond that. Just to add further to  
18 what Art said, so you are not left with any  
19 misapprehension. I come from the City of Windsor  
20 and know something about it, and I haven't got the  
21 latest figures, but the major sport coaches used to  
22 get \$50 and it was not to coach the team, it was to  
23 reimburse them for running the students around in  
24 their automobiles and so on, and I would question  
25 even today whether it is more than 75 or \$100.

26 MR. MARTIN: That is what I just recently  
27 heard. It could be the point.

28 DR. PHILLIPS: Coming back to the matter of  
29 research, you mentioned in the brief that the  
30 federation is taking the lead in encouraging





1 Canadians to write and present material to the public.  
2 What kind of encouragement is that?

3 MR. BEACH: This again is something that  
4 may not appear too great. The fact of the matter is  
5 up until ten years ago, practically every rule book  
6 that was written, every coach book that we had was  
7 printed in the United States. I can tell my own  
8 situation. I was Chairman of the Physical Health  
9 Education when they went into business distributing  
10 books nationally, and with support of OFSSA it was distributed  
11 over 50 per cent -- the total books across Canada,  
12 and we were able to have rule books and coaching aids  
13 printed in Canada, that could stand on their own feet  
14 financially. This is what I was referring to, and I  
15 am not referring to any text, but mainly, for instance,  
16 the Canadian Volley Ball Association and Canadian  
17 Amateur Basketball Association print their own rules  
18 for Canada in French and English; about 50 per cent  
19 made possible financially, because these organizations  
20 print them and this matter of the distribution of books  
21 I would say saves the Board, I wouldn't want to talk  
22 about the amount of money, but saves the Board in  
23 Ontario a tremendous amount of money. This gets  
24 books from some 50 or 60 sources and has them on  
25 one price list order form, which goes to all the  
26 schools, and they are sold cheaper than they can get  
27 anywhere else and we still make a bit of a profit  
28 on them.

29 DR. PHILLIPS: You don't have any grants  
30 program to encourage individuals?





1 MR. BEACH: No, we have no such program.  
2 Talking about a grant program, there are years that  
3 we have existed on a shoestring all the while, all the  
4 while using ---

5 MR. MARTIN: And Mr. Beach's bank account.

6 MR. BEACH: And there have been a couple of  
7 occasions when we had to call the financial office  
8 -- two years ago I remember they were holding back  
9 cheques. We had to call on private bank accounts to  
10 keep ourselves going -- and we never had money to spend  
11 on this kind of thing.

12 DR. PHILLIPS: You also refer in your  
13 brief to the danger that some county boards might  
14 decide they do not wish to pay the fees to the  
15 association -- sort of opt out -- what percentage of  
16 the total number of boards roughly now do pay fees?

17 MR. MARTIN: All of them.

18 DR. PHILLIPS: They are free to back out  
19 any time they want?

20 MR. MARTIN: Yes. Maybe John -- the  
21 Commission might like to know just about the basic  
22 organization of OFSAA's -- it might help a little bit,  
23 because you are going to get the opinion before very  
24 long that really we don't have very much to say  
25 about anything, and you know, you are absolutely  
26 right. When you get down to it, we don't have very  
27 much to say about inter school athletics. Ontario  
28 is divided into seventeen associations, Georgian Bay,  
29 GBSSA, is one, NOSSA, SWSSA -- these are all secondary  
30 school athletic associations, and these are old titles









1 that have existed for a long time and even though it  
2 says secondary there is a provision for elementary  
3 school involvement if the elementary schools want it,  
4 and the directors wish it to happen. The seventeen  
5 associations are autonomous, each one, and they run  
6 their own show, within their own boundaries. OFSSA  
7 only comes into the picture when associations want to  
8 play against other associations in some kind of a  
9 competition, and it is OFSSA then that is the  
10 co-ordinating body for that kind of thing to happen,  
11 so that it can happen in a way which we hope is  
12 acceptable to all parties, and it is because of the  
13 chaos that existed in that kind of activity, eighteen  
14 years ago or nineteen years ago, that the Department of  
15 Education and others got together and said we have to  
16 have some kind of co-ordinating body and that will  
17 be OFSSA, so it explains a little bit -- you asked  
18 us for policy -- really when you get right down to  
19 it, our policies are made at the annual meeting,  
20 once a year, when seventeen associations come  
21 together and decide what policy we should follow.

22 MR. RONSON: Mr. Chairman, I wonder what --  
23 it seems to me a very important thing or perhaps the  
24 most important thing about physical and health  
25 education is the ongoing physical health of our  
26 people. What is being done about this? In other  
27 words, we hear stories that Canadians are the  
28 worst shape of anybody. Do we have any methods now,  
29 or are you contemplating anything encouraging  
30 good physical health habits so that people





1 will do exercises every day, or that people will play  
2 tennis or golf or something like this that is useful.

3 MR. BARBOUR: Really this belongs to the  
4 Department of Education who set the course content  
5 in our schools and they have specialists in that  
6 area who go out and encourage it. It is a hopeful  
7 sign that we are getting away from highly competitive  
8 sports, such as football, basketball, hockey and so  
9 forth and into carry-over sports such as badminton,  
10 tennis and golf. In other words, we are providing  
11 all of these things in the schools but again it is  
12 not our job to encourage this. It is merely our  
13 job, if the schools have this program in effect,  
14 to allow them to go on, if they so desire, to  
15 championship.

16 What you are referring to, comes from  
17 the Department of Education rather than from us.

18 MR. RONSON: Surely you people as a group,  
19 and other people as a group, should try to influence  
20 what the Department is doing in this area, shouldn't  
21 you?

22 MR. MARTIN: I think it is fair to say  
23 Mr. Ronson, we have never been in a position where  
24 that was our role. I will not say that we have not,  
25 we would not have done something if we wanted to do  
26 it, but we were always in a position of co-ordinating  
27 the activities of seventeen associations, as I said  
28 before, and really not acting as a pressure group  
29 or advising group, such as Lloyd Percival's Sport  
30 College or something of that nature, in that kind of





1 research. We really have not got the facilities.  
2 We haven't got the money and let's face it, we do  
3 not have the time either to get involved in that kind  
4 of thing. We do work very closely, however, with  
5 two people on our executive, our department of  
6 education people, Miss Helen Gourney and Mr. Jack Long,  
7 and there is a connection between us and the  
8 Department through those program consultants and  
9 I think that the influence that we have would be  
10 directed that way.

11 MR. BEACH: I would like to add to  
12 that. I would think we have to watch very carefully  
13 in our position-- don't get involved in that, only  
14 indirectly. Because there is so much to be done  
15 in this area, in inter school athletics and that one  
16 of the things we used to go to a meeting, and discuss  
17 school athletics, and find --/discussing their nine to  
18 four program at this meeting, and ignoring this  
19 other business, where there were a lot of important  
20 issues and they would ignore this and get down to  
21 the thing that was closer to them. The matter of  
22 what you have suggested though, I think, comes out.  
23 In 1958 there were three sports conducted at the  
24 Provincial level, basketball, football, track and  
25 field, hockey sometimes, and as of the last year,  
26 we have seventeen sports. There are seventeen  
27 events and that includes golf, badminton, tennis,  
28 skiing, these activities that carry over. Also  
29 in '58 there was something like 25,000 boys took  
30 part in an inter school athletic program, and as of









1 last year's count there was 121,000 took part, so  
2 the increase in participation has gone far beyond  
3 the increase in population. The other thing, when  
4 you talk about this 25 cents, , that is not out of  
5 the total school population. That 25 cents is  
6 on count of the number of boys taking part in  
7 inter school athletic programs. It is not on 600,000  
8 students. It is not on the enrollment at all, it is  
9 on the number and every year we get a report from  
10 every association that gives us this information.

11 MR. GOULDING: May I just add we do find  
12 that by having championships in these carry over sports  
13 that Mr. Barber has referred to, such as golf,  
14 that where an association does not normally have  
15 a golf champion decided, they find that there is  
16 so much interest in the schools in their association  
17 to go on to the provincial, that they find they  
18 have to have their own competitions and this is  
19 building that way too, so that there is ---

20 MR. RONSON: What you are saying, you  
21 don't think there is enough yet, but you are  
22 encouraged by what has been happening?

23 MR. GOULDING: Right.

24 THE CHAIRMAN: I think to just keep the  
25 record perfectly accurate, the article you are  
26 referring to says that men were in poor shape, but  
27 Canadian women were in great shape. That is something  
28 we have all known for a long time.

29 MR. BEACH: May I come back to one  
30 statement you made about the sports participation.





1 Pressure in sport participation in Canada may develop  
2 as we come to the '76 Games, the '76 Olympic Games --  
3 this may be their job, but our pressures come from  
4 the people who are surrounding us at 559 Jarvis Street,  
5 to support Ontario, and we have something like now  
6 fourteen sports in Ontario that have full time  
7 participants, and some of these sports only have eight  
8 to nine thousand competitors. We have two or three  
9 hundred thousand divided through all the sports.

10           The pressure comes here with sports like  
11 fencing, team handball, judo, all wanting these  
12 incorporated into the school program and I don't  
13 envy Mr. Goulding over the next few years trying to  
14 go to these sports and saying, well now, look, you know,  
15 most principals are saying now there is too much going  
16 on already. We have got too many sports now, and some  
17 of these bodies are very pushy, judo is one of them,  
18 who will organize the provincial high school judo  
19 championship without any consultation with anyone,  
20 and certain people take part or the fencing people  
21 will organize an Ontario high school fencing --

22           Now, we have tried to protect the individual  
23 school against this kind of pressure, the principal or  
24 a group, we have said that we don't organize provincial  
25 championships in anything until a significant number  
26 of associations were conducting that activity themselves  
27 so right now we have one association conducting rugger,  
28 and there may come a time when there will be a  
29 provincial high school rugger championship.

30

MR. ARSENAULT: Could you give three or four





34 1 items of your budget -- the main items ---

2 MR. GOULDING: Yes, the salary is certainly  
3 a big item of our budget. We, in this reference that  
4 we have, we have made to rule books and pamphlets --  
5 our budget tends to be inflated by the fact that  
6 we spend, shall we say, fifteen to sixteen thousand  
7 dollars bringing the rule books and pamphlets in to  
8 distribute to the schools, and collect in return from  
9 the schools maybe twenty to twenty-one thousand  
10 dollars. This is sufficient to pay a clerk, a young  
11 clerk technician in the office to handle this part  
12 of it. These are big items in a budget of roughly  
13 sixty thousand dollars.

14 THE CHAIRMAN: Perhaps you would prefer  
15 just to file a copy.

16 MR. MARTIN: I have given Mr. Arsenault  
17 a copy of our last audited statement.

18 THE CHAIRMAN: Fine. We can understand  
19 that kind of accounting.

20 MR. GOULDING: We do find too, one more  
21 item that is fairly large, is the need to bring  
22 together representatives from all parts of the  
23 province to meetings. We have a sports committee  
24 meeting every second year when we have representatives  
25 from the seventeen associations coming to look at  
26 our guidelines for seventeen sports. This year, that  
27 meeting alone, cost twenty-five hundred dollars,  
28 and then of course there are expenses involved in  
29 bringing the legislative council together for the  
30 annual meeting. This is a body from each association







1 three from each association of representative principals,  
2 the president and the secretary, so these are expensive  
3 items too.

4 MR. MARTIN: I think we should also include  
5 for the benefit of the committee the fact that we are  
6 members of two other organizations, as OFSAA,  
7 and one is the Canadian Federation of Provincial School  
8 Athletic Associations, which is the national body  
9 representing high school athletics across the country  
10 with the exception of Quebec, since Quebec does not  
11 yet have -- has not selected a member to be on that  
12 committee, and we are also affiliated somewhat with  
13 the National Federation of State High School Athletic  
14 Associations from the States, and through that  
15 contact I think the Canadian Federation are able to  
16 keep our finger on the pulse of what is happening  
17 nationwide, and what impact participation Canada,  
18 and other organizations like that are having on high  
19 schools in the other provinces. In the States we  
20 are able to benefit from a great deal of the research  
21 that is done in that area, where there is more money  
22 available and projects are going on, we have firsthand  
23 knowledge in a great many things there.

24 I just mention that. You might see those  
25 little items in the budget under expenses.

26 MR. ARSENAULT: You are getting a two dollar  
27 grant for each dollar held?

28 MR. LEES: Initially that was the agreement,  
29 but it is one and one.

30 MR. ARSENAULT: Thank you.





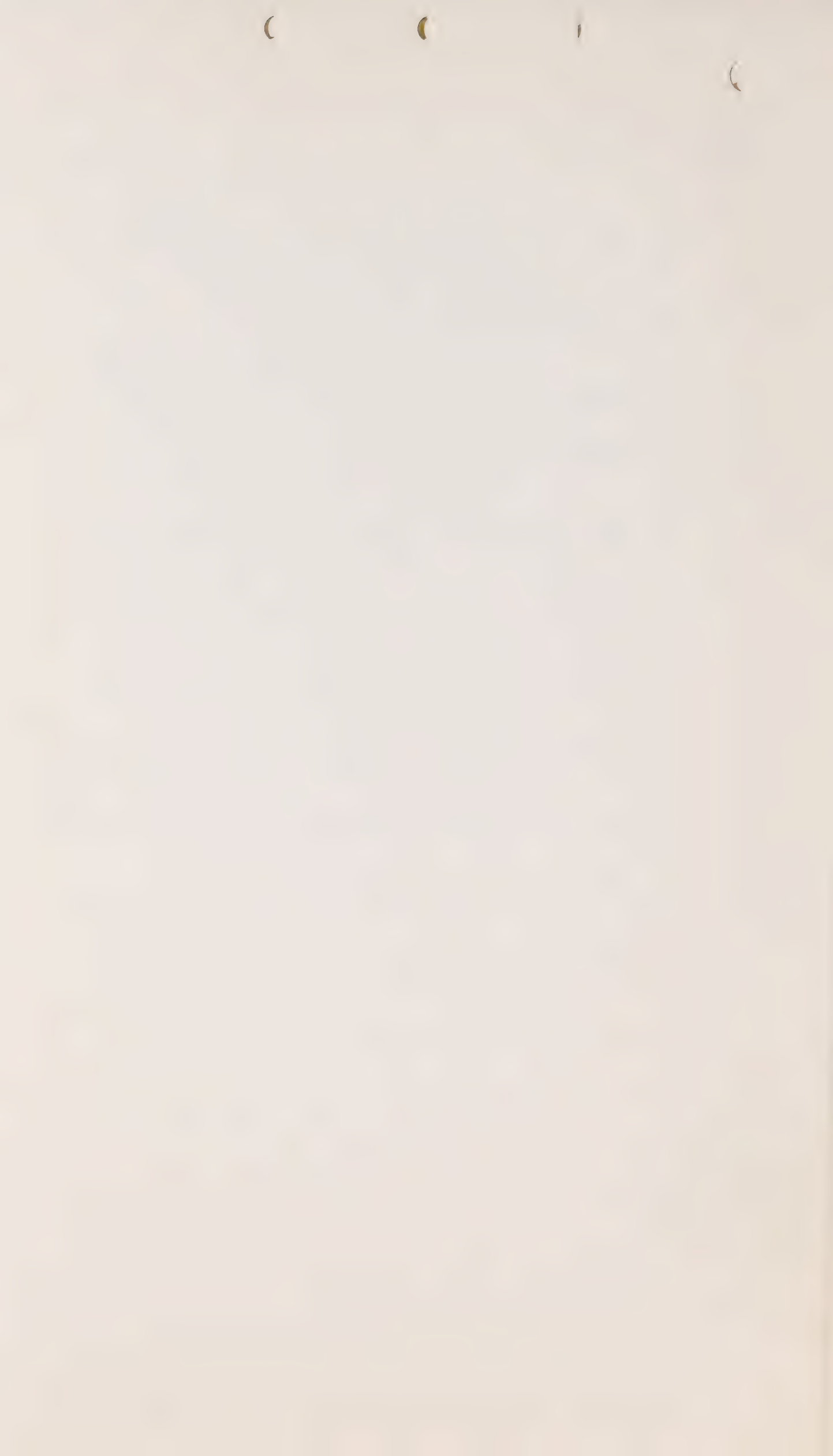
1 MR. MARTIN: That is up to March 31st, of  
2 this year. Our grant has been cut off as of the 1st of  
3 April, so we throw that out, so you will know the  
4 plight we are in.

5 MR. KERR: Mr. Lees, do you have any  
6 record of what percent of male students take no part  
7 in any competitive sports?

8 MR. BEACH: I can only guess at that. We  
9 say, assuming that there are about 300,000 boys in  
10 the schools, about 130,000 take part in  
11 inter school athletic programs -- the last count on  
12 girls, in relation to inter mural and boys, taken  
13 by inter mural in the school was four out of five  
14 didn't take part in either inter mural or inter school,  
15 so really you could say that 20 per cent perhaps take  
16 no part in physical activities, but they may be taking  
17 part in drama, Greek Club or something else. I think  
18 we were complemented by the United States by having a  
19 higher percentage taken by inter school athletics  
20 of any state or province here, so I think we are  
21 pretty proud of ourselves.

22 THE CHAIRMAN: I think you should be.

23 MR. TROWELL: I have a comment, that I would  
24 just like to say that I for one find it very refreshing  
25 and encouraging to hear such a positive attitude from  
26 people in this field. I think it is a commendable  
27 thing and I am also wondering if in light of your  
28 vast experience and your continuing contact  
29 over a number of years, whether you would see as an  
30 organization any areas in which costs might be cut





1 having personal contact with all of these different  
2 areas, are there ways that you could measure as an  
3 organization putting forward a report at some time  
4 to us, and let us know how you think how costs might  
5 be reduced and still maintain a program.

6 MR. LEES: If you are referring to  
7 optimism, Mr. Trowell, we always kept our costs very  
8 low, and we have operated on a shoestring and we have  
9 had many years when we had less than five hundred  
10 dollars left over, and sometimes we have gone into the  
11 red side of the ledger. Actually we are experts  
12 at running on low cost.

13 MR. TROWELL: That is what I am saying, Mr.  
14 Lees. I think because of your expertise in this,  
15 maybe there is something that you could contribute  
16 to other areas of the cost.

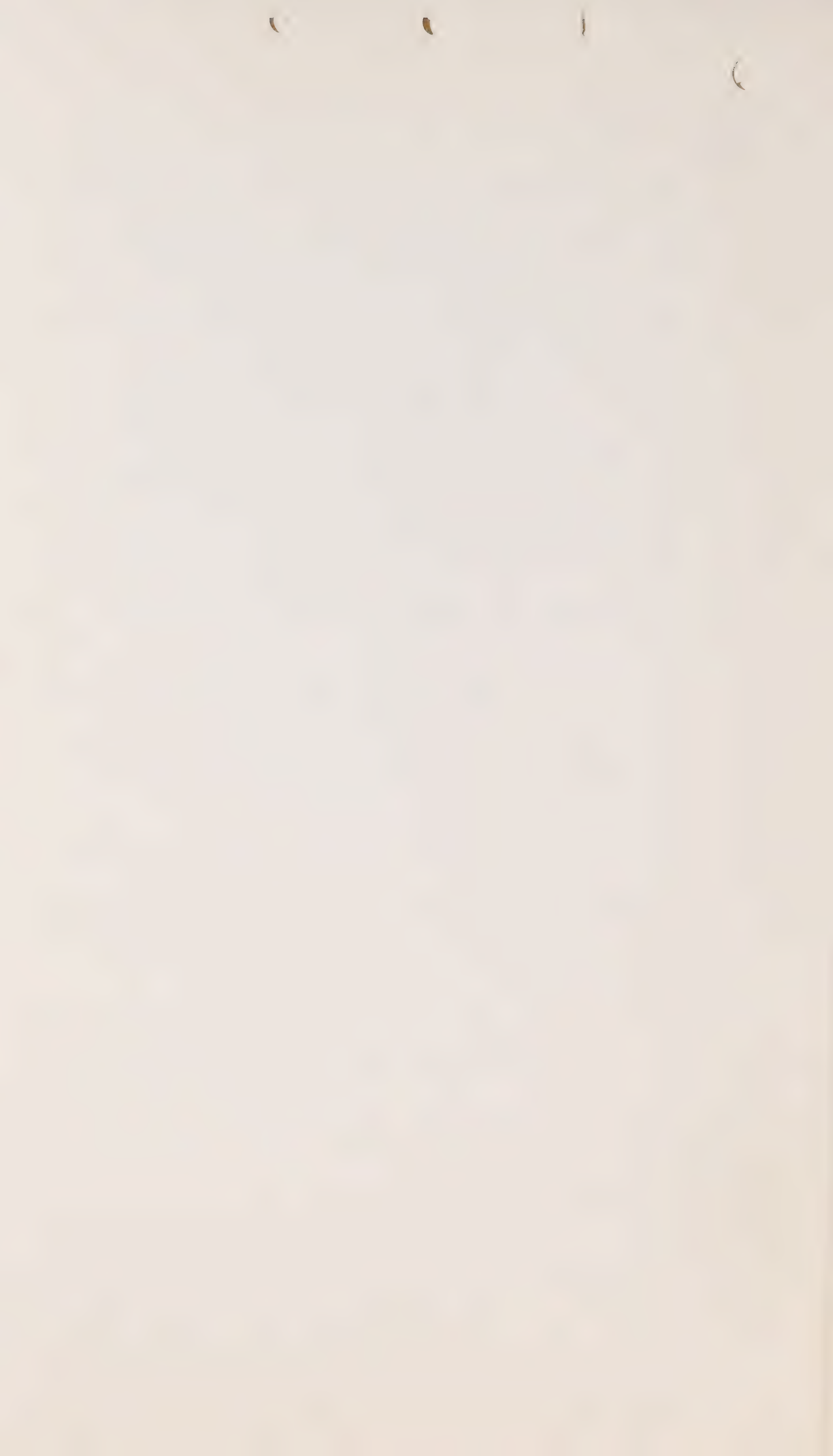
17 MR. LEES: Other than the fact that our  
18 executive secretary is the only paid person and everyone  
19 else is a slave, you are talking about slave labour ---  
20 I do not --

21 MR. TROWELL: Well evidently you don't feel  
22 it is slave labour, there is a lot of feeling you want  
23 to do these things, and how do you get that feeling?  
24 How do you get that feeling going? How do you get  
25 people that excited?

26 MR. LEES: I had better let Pete answer  
27 that one.

28 MR. BEACH: I think one of the dangers  
29 of the thing is the matter of pay for coaches and I  
30 have had a lot of experience in directing camps with









1 voluntary help. I always felt that the quality of  
2 help was better than the people who made a minimum  
3 amount, and I am afraid this might happen with coaches.  
4 I would be very very happy with the voluntary coaches.  
5 I know that both B.C. and Saskatchewan are facing a  
6 six hundred dollar a year request from coaches for all  
7 sports, high school athletic associations and I think  
8 we get a better quality of work by having them unpaid  
9 than by having them paid. This does not affect us.  
10 I think there might be some areas, I suppose, that  
11 show where costs can be kept down, and I think one  
12 of them is we -- the operation of tournaments and so on,  
13 -- people come and ask for a certain amount of money  
14 to operate something, and we will say it has to stand on  
15 its own feet -- all the provincial champions and so on --  
16 you have to do this locally.

17 MR. TROWELL: Well how do you make it work?  
18 Is there something that could be given to other parts  
19 of the system who might be able to benefit from your  
20 own experience in your own ability to make this kind  
21 of thing work -- at such a low cost?

22 MR. LEES: I think the motivation comes  
23 from the students, we only do this because there is  
24 a need for it, and it is appreciated by the students  
25 who participate in it, and the students are enthusiastic  
26 about it, otherwise we would not be.

27 One other comment that I have heard Pete  
28 make many times, and I would like to repeat it, and  
29 that is, that we could justify our programs if we  
30 did not have one single spectator.





1 MR. MARTIN: And we do get spectators,  
2 the receipts from our basketball championships in London  
3 this year -- a couple of senior basketball -- was in  
4 excess of seven thousand dollars.

5 MR. GOULDING: That is correct.

6 MR. MARTIN: So there is one way in which  
7 we are making money, because it wasn't too many years  
8 ago when every activity of that nature cost us money,  
9 so we are actually in a way, on behalf of athletics,  
10 in the province, we are marketing a product that  
11 people want to watch and as we do more of this I think  
12 we will get in a position where we can do a great many  
13 more things -- the students providing the talent  
14 and I hope that our phy.ed program and our phy.ed.  
15 people and ourselves, then redirecting the results  
16 of their talents into worthwhile activities for the  
17 benefit of students. I think that is how the whole  
18 chain operates.

19 MR. BARBOUR: During the last War we  
20 discovered a school moral at an all time low, because the  
21 physical education teachers were all in the Army  
22 services -- this physical education gives you a chance  
23 to see the youngster in a different light and the  
24 youngster sees you in a different light, and when  
25 volunteer help -- the youngster says well that guy  
26 helped me out after school, I will do a little more  
27 for him in school. It is a terrific attitude that  
28 we have had going for years. I hope we never lose it.

29 MR. MARTIN: I would not want to run a  
30 school without school teams and inter school competition,





1 because it is a terrific moral building factor.

2 THE CHAIRMAN: Thank you, gentlemen. You  
3 have started us off on a very good note today. We  
4 appreciate your brief and taking the time to be  
5 here with us today. Thank you very much.

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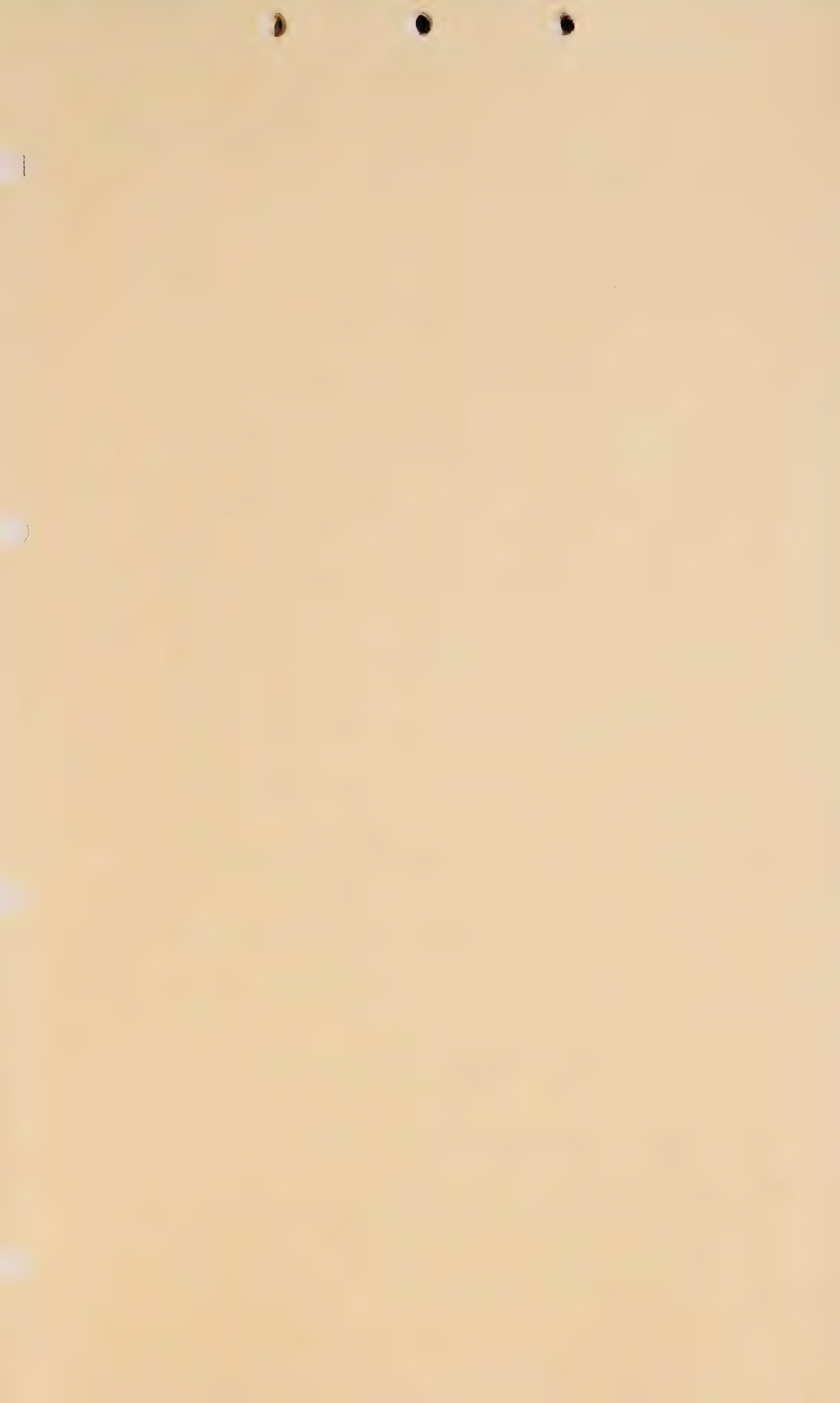
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Nethercut & Co. Ltd.

Toronto, Ontario

Organizations & Groups Brief #7

325

ONTARIO EDUCATIONAL RESEARCH COUNCIL

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2  
3 THE CHAIRMAN: Good morning, sir.

4 DR. BARRETT: I think I will be spokesman  
5 and with your permission I would like to make the  
6 introductions to describe the person in two ways, how  
7 he or she makes her living and what he does, in the  
8 Ontario Educational Research Council, but I think this  
9 points up the nature of our organization.

10 I will introduce myself first. I am  
11 the secretary of the Research Council, and I am the  
12 assistant dean of the College of Education, University of  
13 Toronto. On my immediate left Miss Phyllis Monkman,  
14 the current president of the Research Council, and she  
15 is the head of the business and commerce department  
16 of the Royal York Collegiate.

17 On her left Miss Nora Hodgins, has been  
18 treasurer of the Research Council since it was formed  
19 in 1958, and I think most people in the province know  
20 she has been the secretary treasurer of the Ontario  
21 Teachers Federation since its inception.

22 Now I did not make a formal statement  
23 because as you know we prepare formal statements -- we  
24 submitted a very brief brief. I would like to make  
25 one point and then perhaps you might like to address  
26 questions and I might say the two ladies were concerned  
27 with the organization, the preliminaries, long before  
28 it was started, because the birth of our  
29 organization in '58, was the result of various  
30 resolutions and so on.

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1                   What is unique I think about the Research  
2 Council -- it is a pretty small organization -- is  
3 that it is the only organization that I know of in  
4 Ontario where trustees and teachers are partners.  
5 A very modest budget of about thirty-five thousand  
6 dollars. I am speaking roughly -- about a ~~third~~ of  
7 the money comes from teachers, about a third comes  
8 from the Board of Education, and the other third comes  
9 from individual membership of various organizations,  
10 universities, etcetera, but I think there is some  
11 value too in the fact that we have trustees and  
12 teachers acting as partners in this.

13                   Our organization is modest, no vested  
14 interest. We have two girls in the office, they are  
15 the only ones, I suppose, whose livelihood depends  
16 on it.

17                   As I mentioned in the brief we are able  
18 to call on the services of a good many people who will  
19 give us advice or help out in particular situations  
20 because of their interests.

21                   Now I really think that you would pose  
22 questions -- and we will try to answer them.

23                   THE CHAIRMAN: Thank you, Dr. Barrett.

24                   I will lead off the questioning. It would  
25 be helpful to understand what you are doing -- if you  
26 could outline two or three projects -- recent projects --  
27 which your organization has conducted.

28                   DR. BARRETT: Well from its inception  
29 Research Council has not been conceived as an organization  
30 to do research. It was felt that we should stimulate







1 research where possible, that we should exchange  
2 information, do anything we could to facilitate, not of  
3 research, but we never thought of ourselves as a research  
4 conducting body for fairly obvious reasons, because  
5 our present budget seemed absolutely huge compared to  
6 when we started. The budget -- two thousand dollars a  
7 year, I think, when we started.

8 We have, however, departed from this rule  
9 three or four times -- once we commissioned a study  
10 of research departments conducted by Boards of Education,  
11 because at the time we conducted this study, there were  
12 only five Boards of Education which established  
13 research departments and we felt the information  
14 gathered would be useful to other boards, and this study  
15 cost us two or three thousand dollars. It was simply  
16 a service. On two or three occasions we had done  
17 studies of employment possibilities for Grade XII  
18 graduates. This was started in the first instance  
19 because there seemed to be some doubt among people in  
20 education as to what graduates of the four years Arts  
21 and Science course would do, when they graduated from  
22 Grade XII, and altogether we had three studies done  
23 on this area, which are simply attempts to find out  
24 what job opportunities were available and then to make  
25 our results available to guidance officers throughout  
26 the province.

27 So we have deviated from the policy of no  
28 research, but in general we attempt to stimulate  
29 research by exchange of information. We have a registry  
30 of research in which we try to keep track of the





1 research studies done in Ontario which would not be  
2 normally known to others.

3 Now any research done by university or  
4 with the Ontario Institute or one done for a Master's  
5 Thesis or Doctor's Thesis is of course indexed and  
6 readily available, but if a Grade VI teacher decides  
7 to do a small study on reading, shall we say, normally  
8 nobody outside the system would know about that. We  
9 attempt to put people in touch. We don't keep  
10 complete details of the research but what we would  
11 have available would be the general nature of research,  
12 who did it, where he or she can be located, so that if  
13 a teacher in St. Catharines wants to know what is being  
14 done in reading at the Grade VI level, he gets in  
15 touch with us and we will try and put that teacher in  
16 touch with others in the province who are doing the  
17 same thing.

18 Our big effort is the annual conference  
19 where we provide a forum for professional researchers  
20 and classroom teachers alike. We give preference to  
21 classroom teachers because we feel it is more difficult  
22 for them to obtain the platform and we have four or  
23 five hundred people come to that conference. We have  
24 papers of varying quality, quite a spread, we used  
25 to publish the whole proceedings, but it became too  
26 expensive, it worked out into a large volume, four  
27 hundred pages, so we now ask authors to provide an  
28 abstract and we circulate all the abstracts and then  
29 we ask the authors to bring a reasonable number of  
30 copies of the paper, so those attending can get







1 copies of the papers they like. We publish a newsletter  
2 on which we try to inform people of what is going on  
3 in research and once a year, sometimes twice, we hold  
4 a workshop on a particular theme. We are going to  
5 Thunder Bay May the 12th and the general theme there  
6 is the education in the community.

7 MRS.FARR: Dr. Barrett, I would like to  
8 know something about your organization. I think your  
9 conferences are very very valuable. There is no place  
10 I would rather go. I know about your workshops and  
11 money is given to teachers to carry on studies. Could  
12 you tell me about what portion of your budget would  
13 go to teachers to carry on studies or research in  
14 their classrooms and do you have requests from teachers  
15 for which there is no funds?

16 DR. BARRETT: We offer grants of up to  
17 five hundred dollars so the classroom teacher who is  
18 doing a study which is not for the purposes of  
19 obtaining a higher degree, because otherwise we would  
20 be swamped by Master's candidates and so on.

21 I would think, in the last couple of years,  
22 it has averaged ten, I believe. Not as high a proportion  
23 as we would have liked. We would dearly like to dispense  
24 fifty or sixty but we do set up fairly rigid standards.  
25 We don't expect classroom teachers to be professional  
26 researchers, but we feel that they should make a  
27 definite attempt at some form of objective investigation  
28 and there is some misunderstanding -- we will not  
29 pay five hundred dollars to have a teacher go to  
30 Europe or go to England and visit some schools.







1 It has to be a study that meets -- well, admittedly,  
2 minimum standards, we have a six page questionnaire  
3 and this does discourage applicants I suspect -- it turns  
4 away fifty per cent and yet we feel that we have to  
5 maintain some standard.

6 I don't know whether I have answered your  
7 question, but we would like to give away more, because  
8 we feel if we could find more worthy recipients  
9 probably somewhere the funds would come to give it out,  
10 but we refuse to compromise and give it out too easily.

11 MRS. FARR: Do you have difficulty having  
12 enough money to carry on your workshops and your  
13 annual conference?

14 DR. BARRETT: We were in very straightened  
15 circumstances two or three years ago, and we don't  
16 want to boast of prosperity, we are solvent right now.  
17 The creation of the county boards caused a pretty  
18 serious crisis because in the reorganization of OERC  
19 which we have lost sight of -- our sustaining membership  
20 dropped away down, and on that occasion, the Department  
21 of Education rescued us, and it was made clear that  
22 this was a one-- a once only effort, because the  
23 Department has from its inception of the council,  
24 has given us every kind of moral support and  
25 encouragement but normally the financial contribution  
26 of one hundred dollars a year, and this one occasion  
27 we were given five thousand dollars to tide us over.  
28 I think the one hundred dollars, the small amount is  
29 good, because if we received a lot of money from the  
30 Department, I suspect that the individual contributions





1 might well cease. We would just be an arm of the  
2 government. As it is, our objectivity, I think, is  
3 demonstrated because we get little bits of money from  
4 a very wide variety of sources and I don't think the  
5 question of vested interest comes up.

6 MR. KERR: Dr. Barrett, does your council  
7 seek to initiate research on university campuses?

8 DR. BARRETT: I think no.

9 MISS MONKMAN: We seek to encourage the  
10 classroom teacher to do experiments, with things with  
11 problems, to find solutions to problems they see and  
12 to our registry, we give them help as to what other  
13 teachers have found as partial/solutions to what they  
14 are working on, and trying.

15 MR. KERR: And through your registry you  
16 make available to your teachers the work of the  
17 university?

18 MISS MONKMAN: Yes. Some studies, but  
19 generally speaking, the university studies, if the  
20 teachers want them, are available through the university  
21 libraries themselves, therefore we do not attempt to  
22 do that. We write to all the Boards of Education and  
23 through our membership in the various member bodies  
24 of other organizations that belong, and ask them each  
25 year to submit to us the titles of studies that they  
26 know are going on in their school systems, that are  
27 not towards Master's or Ph.D. degrees by individual  
28 teachers and then we get in touch with these people  
29 and ask them to submit information about their study  
30 to us, for purposes of our registry.







1 DR. BARRETT: We are trying to fill a gap  
2 really. Any studies on any university campus can be  
3 found a year or two later in almost any university library  
4 -- well established machinery for this type of research.  
5 We felt that we were moving into the area where results  
6 could well be lost. Mimeographed copies to the  
7 Board office perhaps, which might come to the attention  
8 of other boards, were it not for our registry.

9 THE CHAIRMAN: Do you have any views on  
10 the amount of financial support that should go into  
11 research in the field of education in Ontario and how  
12 it should be broken down between the action type,  
13 sophisticated type of research?

14 MISS HODGINS: I think what we are doing  
15 is trying, as Harry said, fill a gap with regard to  
16 the classroom teacher. We find there is -- the  
17 classroom teacher cannot talk to the professional  
18 researchers and while we do give an opportunity for  
19 professional researchers to meet -- educational  
20 research people to meet and talk to each other,  
21 there is a big gap between the classroom teacher  
22 trying to find out the best way of handling team  
23 teaching and the professional research in great  
24 detail, so that we have not really been looking at  
25 the overall cost of research, except that we think ----  
26 maybe I am talking too much now, there should be  
27 an effort to make it much more classroom oriented,  
28 not entirely classroom oriented, but more classroom  
29 oriented.

30 THE CHAIRMAN: But are we spending enough, too







1 much or too little in total?

2 DR. BARRETT: Quite frankly I would be  
3 a little leary of becoming a very large affluent  
4 organization, because as soon as that happens we would  
5 cut off all the free help we are getting.

6 THE CHAIRMAN: I am thinking of the total  
7 picture, not just your organization -- what is  
8 happening in Ontario?

9 DR. BARRETT: We are in favour of research  
10 and we would like to see a goodly amount spent in  
11 Ontario, but if -- and I don't know the total amount  
12 that is spent -- I suppose one could add up the  
13 universities and the OISE and so on -- I think that  
14 our ~~premise~~ would be that a somewhat larger percentage  
15 ought to be diverted to classroom problems.

16 THE CHAIRMAN: Of the amount being spent  
17 today.

18 DR. BARRETT: What the percentage is, I  
19 simply cannot say because it is quite obvious that we  
20 do have to have pure research going on and there has  
21 to be a lot of the so-called ivory tower type of  
22 research and we are not/opposing this in any way -- I  
23 think we would like to see a little more money diverted  
24 to the classroom. We would like to see more boards of  
25 education with departments which encourage teachers to  
26 do research. I would much sooner see a board research  
27 officer who knew the teachers in the system and  
28 encouraged individuals to do studies, rather than  
29 one who hands out questionnaires which the teacher  
30 must administer and which the professional





1     analysers publish.

2                   THE CHAIRMAN: Where would you get this  
3 money -- if we diverted these funds -- where would the  
4 money come from -- the OISE budget?

5                   DR. BARRETT: Well, I am a bit biased,  
6 but I think that educational research should -- that  
7 funds should be available to every university which  
8 has in fact a college of education, but this appears  
9 to be the present department policy which I think is  
10 very good. Perhaps one of the ladies ---

11                   MISS HODGINS: I would like to say something  
12 about educational research which is expensive -- I am  
13 talking on a little different tack -- there is money  
14 for research one way and another and / <sup>there</sup> is quite a lot  
15 of research being done, but the real problem -- not  
16 real problem -- but the next problem I would say, is  
17 what happens to the research after someone has  
18 completed a project, and that is where we bog down  
19 very very badly because if you think research is  
20 expensive, it is far more expensive to try to develop  
21 it, and get it into the classroom, and no one has  
22 really solved the problem. We find, and perhaps  
23 I am speaking of OTE now, but you have to have someone  
24 on a science project who is doing this take these  
25 studies that have been done, develop them in the  
26 classroom units, if you like, whatever it is,  
27 take it around the province and let the teachers see  
28 what is done, show them how to handle it in the  
29 classroom. Otherwise it is just wasted because it  
30 is filed, it is done, it is filed, and there you are.





1                   It is difficult to transfer your  
2                   research findings from professional researchers to  
3                   the classroom teacher and see that something is  
4                   actually happening in the classroom as a result  
5                   of that research, and that is expensive.

6                   THE CHAIRMAN: So we are falling down on  
7                   the application and communication in research that  
8                   we are doing.

9                   MISS MONKMAN: It is my opinion and I  
10                  have been a doctoral student at OISE, and I have  
11                  done Master's level research, I have done classroom  
12                  research without any support, but it seems to me  
13                  that whatever the amount of money is, that is  
14                  available for research in the province, there  
15                  ought to be an allocation of it in such a way that  
16                  we have a substantial amount of pure research done  
17                  which is basic theory -- that is Ontario and Canada  
18                  has not developed on its own -- it is doing it now  
19                  in recent years, but we have relied on other countries  
20                  for so long, and maybe we are not -- there should be  
21                  an allotment of money that goes to the developers  
22                  and the boards of education ought to be included  
23                  in this area too, because they are the people who  
24                  have to be encouraged to allow that development  
25                  material to either be developed within their own  
26                  community, and to be used in their classrooms, and  
27                  this may cause them additional expense in terms  
28                  of educational research -- the applied research they  
29                  are doing in their own boroughs, but then there  
30                  ought to be as well -- an adequate sum allotted







1 to encourage individual teachers who are not  
2 necessarily working for degrees, to dig in and try  
3 things out for themselves. Now sometimes the cost--  
4 three -- five hundred dollars or even more -- out of  
5 a person's own pocket -- if there are no resources  
6 available. This was true in the 1950's, that was  
7 why I pushed for an organization such as the Ontario  
8 Education Research Council, to give the teachers  
9 of the province an avenue whereby they felt they  
10 could experiment in the classroom without having to  
11 do it in some sort of surreptitious way and I  
12 think the work that teachers do, as I have researched  
13 it in the classroom, is equally as valuable as the  
14 pure research. To the classroom teacher it certainly  
15 is, because this translation business, development  
16 business, from pure theory which many of them  
17 have not studied to the practical application in class-  
18 room is most important, and we have started a  
19 newsletter so that we can do more in letting our  
20 membership and the teachers throughout the province  
21 know what is going on and what people have found  
22 in connection with the studies they are doing,  
23 and these, we hope, are going to be the results  
24 of studies of -- ~~the~~ classroom teachers have done.

25 DR. PHILLIPS: Well the average classroom  
26 teacher who does some little research project in the  
27 class and thinks it is worthwhile and would like to  
28 have it published, or disseminated more widely --  
29 what avenues are open, apart from your organization,  
30 which might apply? Is there any other source, for





1 example OISE, does it make such grants available?

2 MISS MONKMAN: No, and until our organization  
3 was founded, about the only place where you might  
4 get a grant was from the Canadian Educational  
5 Association and that happened to me. I applied for  
6 grants all across the province, boards of education,  
7 department of education, colleges of education and  
8 so on, and no luck, but fortunately the Canadian  
9 Educational Association sponsored my particular  
10 first classroom research that I did on my own.  
11 This type of thing I think is what we have been --  
12 the purpose of our organization, to encourage this  
13 kind of thing, and I would like to see us be financially  
14 able for teachers to make this beginning newsletter  
15 a journal of classroom research, as the one kind  
16 of magazine that is lacking in this province, and  
17 that is a magazine devoted to it.

18 An individual teacher might, through the  
19 OTF affiliates, for example, prepare a paper, an abstract  
20 of their study, and submit it, and it might be  
21 published if the editors think it is applicable, but  
22 there again, it hinges on your editors, your editors'  
23 viewpoint and what he wants to put in the magazine.  
24 If it is a general term, he may very well say, sorry  
25 we cannot use this, it is not on topic.

26 MR. RONSON: I would like to make a  
27 comment and ask a question. I quite agree with  
28 Dr. Barrett, in fact, strongly agree about this being  
29 the only place ~~that~~ your organization where teachers  
30 and trustees are attending some of the meetings-- I





1 think this is a most exciting thing.

2 Do you have any other ideas as to how  
3 this could be fostered through other organizations  
4 or further through your own organization?

5 MISS MONKMAN: May I add a question to  
6 this? I was over at the Ontario Federation of the  
7 Home and School Association meeting in Niagara Falls  
8 last Thursday and Friday, and they have been one  
9 of the organizations represented and have a member  
10 on our Board of Directors, but the individual  
11 associations of the Home and Schools throughout the  
12 province have not been permitted through their  
13 constitution to join our organization as members.  
14 They passed a resolution Friday morning giving them  
15 the right to join -- specifically it was aimed at  
16 our organization, but it states other educational  
17 organizations which they are permitted to join in  
18 order to pursue as parents what is going on in the  
19 classroom, and I feel this is a most important liaison  
20 for us, in addition to the trustees.

21 DR. BARRETT: We have not done very  
22 much, except at the top level, and I think there will  
23 be a possibility perhaps in trying to involve  
24 more parents.

25 MISS MONKMAN: Their interest was not  
26 so much in doing research themselves, as in having  
27 available to them the results of classroom studies  
28 pertinent to whatever questions they wanted  
29 in their particular communities.

30 THE CHAIRMAN: Well, Dr. Barrett,









1 and ladies, thank you very much for coming this  
2 morning and presenting your brief to us. Miss Hodgins,  
3 it is good to see you again. Miss Monkman, thank  
4 you very much. Your brief has been most helpful.

5 DR. BARRETT: Thank you for the  
6 opportunity.

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Organizations & Groups Brief #31THE TORONTO SYMPHONY EDUCATION COMMITTEE

1 THE CHAIRMAN: Mrs. Heintzman, we have  
2 read your brief, and we have a few questions to ask  
3 you. I wonder if you would introduce the gentlemen  
4 with you, and if you have anything to add to the brief  
5 you submitted, please do so.

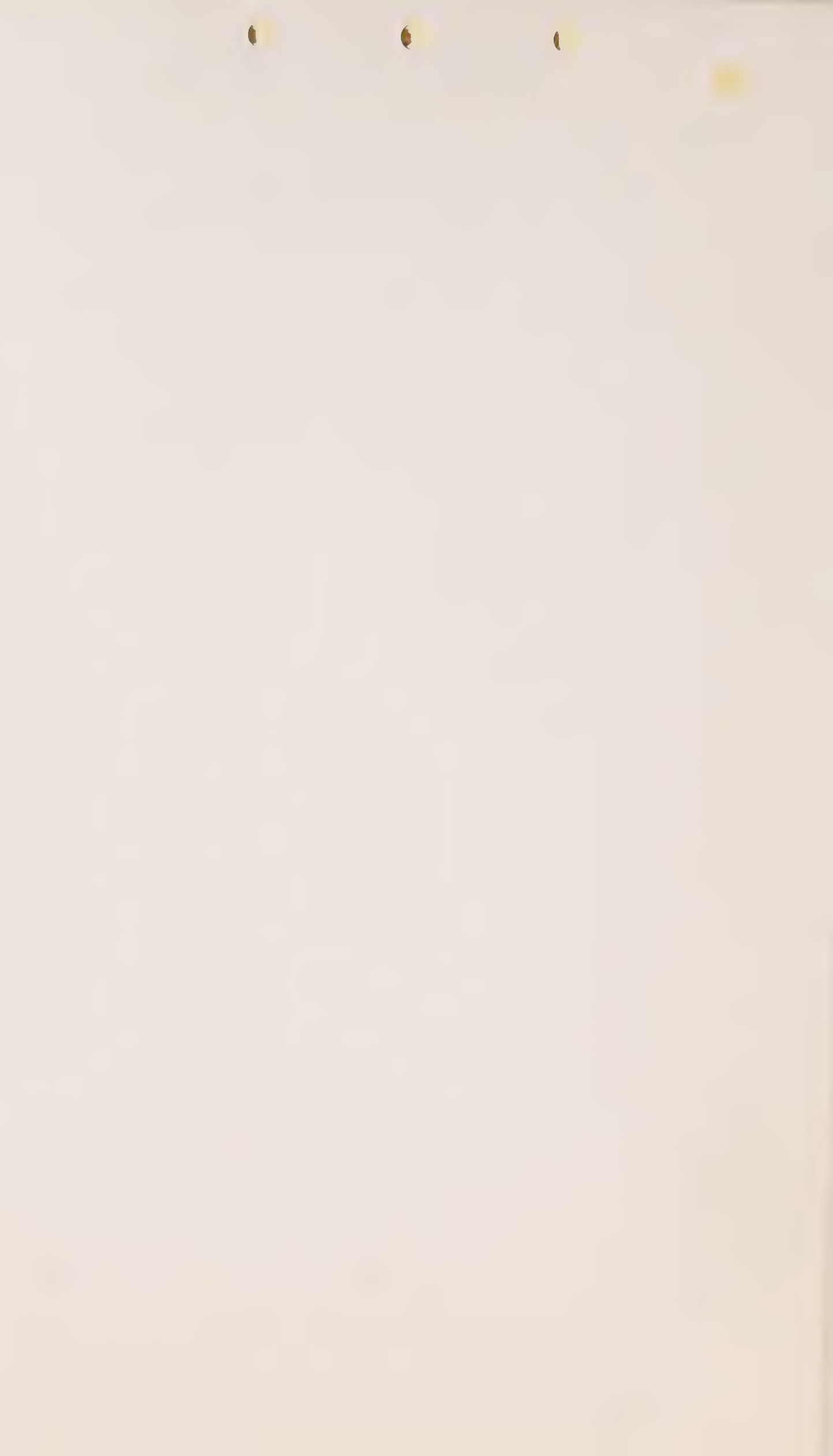
6 MRS. HEINTZMAN: Thank you, Mr. McEwan.  
7 On my right is Mr. Englebert, who is the assistant  
8 to the Managing Director of the Toronto Symphony,  
9 and on my left is Mr. Victor Feldbrell, who is  
10 the Conductor of the Youth Concerts for the Toronto  
11 Symphony.

12 I would like, first of all, to thank you  
13 for the opportunity of allowing us to speak to the  
14 brief and my confreres and I, as we came in, I nudged  
15 them and said, it rather feels as though we are  
16 being summonsed into a royal presence. I hope  
17 your morals are impeccable. It is somewhat intimidating.

18 THE CHAIRMAN: We would not want to put  
19 it on the record.

20 MRS. HEINTZMAN: Having been told that you  
21 have all familiarized yourselves with our brief, I  
22 will not delve into it, but as a member of the Toronto  
23 Symphony Board, I would like to add one or two words  
24 to what we have already said.

25 The Toronto Symphony has been in the  
26 business of education for some time. I would venture  
27 to guess longer than any other of the cultural  
28 organizations in this city. As far back as 1925  
29  
30







1 the Womens' Committee of the Symphony, the Home and  
2 School Association of Brown's School, with, I think it was  
3 Miss Head, but I am not sure of her name, but I  
4 think she was the one, the Director of Music of Toronto  
5 Schools, planned the first of the series of childrens'  
6 orchestral concerts and from that beginning has grown  
7 the program which we have outlined in our brief.

8           The objective of our program is to  
9 involve the individual young person and hopefully  
10 forever, in the personal experience of appreciating  
11 good music. We so firmly believe in this principle  
12 that the Toronto Symphony Board of Directors has  
13 established a policy of underwriting a large portion  
14 of the cost of the educational program. It is  
15 common knowledge that almost every regular concert  
16 given by major symphonies, certainly on this continent,  
17 must be subsidized. Box office receipts will only  
18 cover a third of the cost, even of a sold out  
19 concert. So in order to produce low cost educational  
20 concerts, further subsidization from our operating  
21 budget is necessary. Our chief concern today is  
22 the much publicized reduction in funds available to  
23 school boards. It seems an unenviable position  
24 for a school board when it must decide between for  
25 instance sports equipment or a portion of its  
26 music program. A recent graphic demonstration of  
27 this situation was with the Toronto School Board  
28 -- only recently been advised that the sum of  
29 twelve thousand dollars allocated to the Massey Hall  
30 concerts for the Grade VII and VIII pupils has been





1 cut -- although we are pleased that the eighteen  
2 thousand dollars for the concerts for the Grades IV, V,  
3 and VI pupils has been retained. It does seem  
4 unfortunate that a school board has had to choose  
5 between classical music for Grades VII and VIII  
6 and classical music programs for Grades IV, V, and VI.

7 I think that is all I want to add to  
8 this, and I would be very happy if you have questions  
9 that you would like to direct to Mr. Feldbrell and  
10 Mr. Englebert.

11 THE CHAIRMAN: Well, I will just lead off,  
12 with the first question, Mrs. Heintzman.

13 I gather your financial support is in  
14 a rather precarious situation at the present time?

15 MRS. HEINTZMAN: Well in the Arts, the more  
16 successful you are, basically the more money you  
17 lose.

18 THE CHAIRMAN: Can you see any way in which  
19 you can ensure the development of the work you are  
20 doing and how it might be financed, other than the  
21 method now being used?

22 MRS. HEINTZMAN: I think I would like to  
23 answer that. We are constantly looking for additional  
24 support. In the last couple of years the Symphony  
25 Board has evolved a program, a policy, of going to  
26 businesses and rather than asking for a straight  
27 donation, asking them to, in quotes, sponsor a  
28 program, or a series of programs. In return for  
29 this sponsorship, the company gets a certain amount  
30 of good public relations. They are citizens in the





1 community and this has been a very successful  
2 venture. It has raised a great deal of money, and  
3 after a first year of seeking this kind of support  
4 for regular concerts, we moved up and asked an  
5 insurance company to come and help us with some of  
6 our educational series, which they did do, in a very  
7 generous way, and we have heard from them that they  
8 believe in this, and they think it is good for the  
9 company, as well as for the community.

10 Whether this will increase, whether we  
11 can even maintain it, is anybody's guess, but this  
12 is one example of how we have rooted around, if  
13 you like, within the community, for additional support.

14 THE CHAIRMAN: Reading through your brief,  
15 I was trying to determine the total amount that you  
16 were subsidized in this program, from your own  
17 funds. Do you have that figure?

18 MR. ENGLEBERT: We have two figures in  
19 the brief, one is \$28,000 which is on page 6, which  
20 is for our public school concerts, and the other  
21 amount is \$22,000, which is for the student concert  
22 series. This is in connection with just two of our  
23 basic programs, the public school concerts, for Grades  
24 VII and VIII, in Metro Toronto, and the student  
25 series which we aim to the high schools.

26 THE CHAIRMAN: So the total amount you  
27 are subsidizing from your own funds is \$50,000.

28 MR. ENGLEBERT: Yes.

29 MRS. HEINTZMAN: May I add to that, I  
30 have been told Heintzman men marry pushy women, but







1 I am sorry, I keep thinking of things that are hard to  
2 put into figures. The younger children who benefit  
3 from these programs, benefit from smaller, more  
4 informal type concerts, not the whole orchestra, all  
5 at one time, as we have described in the brief, and  
6 this is all made possible through the energies and  
7 interest and activity of our two womens' committees  
8 and there is absolutely no way of putting a price  
9 tag on that. There is goodwill, there is energy,  
10 there is time, all kinds of things, for which there  
11 is no price tag. But I think it has to be  
12 considered in the light of the cost of programs.

13 THE CHAIRMAN: If you had the resources,  
14 could you take this program throughout Ontario?

15 MR. ENGLEBERT: I would think so.

16 THE CHAIRMAN: It is concentrated primarily  
17 here in Metropolitan Toronto.

18 MR. ENGLEBERT: Yes, I think so.

19 THE CHAIRMAN: Any idea what it would cost  
20 or have you ever studied this?

21 MR. ENGLEBERT: We have never gone into  
22 it in full detail, simply because the cost at this  
23 point is pretty prohibitive for putting on a full  
24 symphony concert -- in fact we do very little touring  
25 in Ontario, just on a regular basis for, you know,  
26 adult series, because to move a hundred musicians,  
27 plus all the instruments, is prohibitive in cost.

28 MR. FELDBRELL: Part of this program  
29 is going out in Ontario so that some of the programs





1 for smaller groups and for the younger children has  
2 now been included in programs throughout Ontario.

3 THE CHAIRMAN: Yes.

4 MR. FELDBRELL: But there is a time factor  
5 involved as well. The Toronto Symphony is pretty well  
6 locked into the Toronto season. They average about  
7 three concerts a week, which makes it rather  
8 difficult for a lot of travelling and I think perhaps  
9 the increase in concert giving in Toronto itself  
10 and the Metro area, makes it they are not being able  
11 to travel as much.

12 THE CHAIRMAN: One are your problems in  
13 having a symphony orchestra, as I understand, is to  
14 have enough income in an area to keep professional  
15 musicians of quality here? Now how much does this  
16 program help you do that, because I notice you said  
17 in your brief this keeps 47 musicians employed, this  
18 is a benefit to you now in return ---

19 MR. ENGLEBERT: Well you have to break this  
20 down. It is definitely a benefit. In keeping any  
21 arts organization going, you don't like to depend  
22 on any one source, so that therefore every source  
23 becomes most valuable to you, to keep the overall  
24 financial picture healthy. At the moment the  
25 financial picture is quite healthy. The 47 musicians  
26 that are mentioned are just one specific part of  
27 our program, this is for the preludes, whereas the  
28 other part of the series is for the full symphony  
29 orchestra, in fact provides employment for our  
30 association to these musicians, four hundred of them.





1                   There was another thing that you might  
2     be interested in, as far as total orchestral revenue,  
3     as far as various subscriptions are concerned,  
4     educational concerts, summer series, out of town  
5     concerts, all revenue that we can bring in at the  
6     box office, and also our season with the Canadian  
7     Opera Company, we estimate roughly, comes in -- it is  
8     about one million dollars that we bring in. If  
9     we break that down, just for our public school  
10    concerts, our secondary school concerts, and  
11    also the other childrens' series that we have on  
12    Saturdays, that brings in to us roughly seventy  
13    thousand dollars, because of the low cost nature of it.  
14    It is nothing to be sneezed at, but at the same  
15    time, it is a very small percentage to the number  
16    of concerts given in this area.

17               MR. FELDBRELL:    I think I would like  
18    to clarify that a little bit further, if I may.  
19    I think we can call a normal concert season in  
20    Toronto, a period of seven months.    I am talking  
21    about pure symphony concerts going on at Massey  
22    Hall, starting approximately at the end of October  
23    to about the middle of May.    Now, of approximately  
24    85 or 86 concerts given during that time, 42 of  
25    those concerts with the full orchestra, are given  
26    in an educational way for the students, from the  
27    Saturday afternoon matinees for elementary children  
28    to the high school level.    It has nothing to do  
29    at all with the small groups that go out performing  
30    in the schools.    It is just that segment alone.







1 Forty-two, roughly half of the concerts are <sup>given</sup> on  
2 behalf of young people.

3 THE CHAIRMAN: Being a committee on the  
4 cost of education we have to get down to the nitty gritty.  
5 Are you paying scale for all these musicians, or are  
6 you required to pay scale for the musicians that  
7 participate in this?

8 MR. FELDBRELL: Well the orchestra is  
9 contracted for, for a year. The members have a  
10 contract. Many of the players negotiate their  
11 contracts. We have to pay -- if you want to keep a  
12 good orchestra in the city, nobody will pay scale --  
13 few people will take the minimum, so we have quite  
14 a range from a group of people who do come in on  
15 the basic scale that has been set up by the union,  
16 with the orchestra, as a contract, and our principal  
17 players -- naturally have to be paid more, otherwise  
18 we do not keep them.

19 THE CHAIRMAN: So the musicians themselves  
20 are not helping to subsidize this program?

21 MR. ENGLEBERT: No, they do help. There  
22 are two areas here. For the orchestra itself we  
23 are in full concert, they are under contract to us,  
24 so their educational contracts as such, that we  
25 give down at Massey Hall, those are under our master  
26 contract, and in that case the musicians of course  
27 are paid about scale in order to keep them with our  
28 orchestra.

29 Then besides that, the programs where  
30 we have quartets and trios, that are going out to the





1 schools, that is separate and that is outside of  
2 our contract. Now because the musicians who meet  
3 in the sort of thing that we are doing, under the  
4 umbrella of the Toronto Symphony Association, they do  
5 it to scale. The prices that ---

6 THE CHAIRMAN: The \$44 scale -- that is  
7 the figure I worked out from your brief.

38 8 MR. ENGLEBERT: I think it is a bit more  
9 than that. You see there are several things worked  
10 in here, 176 dollars for a one hour concert --  
11 usually we will break some areas -- we break down  
12 concerts to half hour concerts, but the service  
13 amount would be to scale, never more.

14 MR. FELDBRELL: Included in that of course  
15 is rehearsal time. The actual concert gets them that  
16 payment, but they have rehearsed before that, plus  
17 transportation costs.

18 THE CHAIRMAN: What is scale at the  
19 present time?

20 MR. ENGLEBERT: I couldn't tell you the  
21 exact figure. I can tell you, you know, what the  
22 minimum scale is for our orchestra, on a weekly basis,  
23 but then it breaks down.

24 MR. RONSON: What do you people think  
25 of our music program in our schools. So that you  
26 won't feel that you are being pushy, I got an  
27 opinion yesterday, that I gathered from what people  
28 were saying, that there was much could be done, so  
29 the first part of the question is, what do you think  
30 of what is being done, what could be done, and in





1 particular, what could you people do with the teachers,  
2 rather than with the students, because you just have  
3 so many hundreds of thousands of students. If we  
4 could, in quotes, educate the teacher towards music  
5 appreciation, perhaps we might be doing a better  
6 job, than if we did it with the student, because the  
7 teacher, in turn, deals with the students.

8 MR. FELDBRELL: Are you speaking about the  
9 teachers who are teaching music or teachers in general?

10 MR. RONSON: Both, I guess. You might  
11 have to use a rifle and zero in on the teachers who  
12 are teaching music first.

13 MR. ENGLEBERT: Well ---

14 MR. FELDBRELL: Well, since we are getting  
15 down to the nitty gritty, I think so much depends  
16 on the individual teacher. As you know there are  
17 tremendously dedicated people in the schools, who  
18 are the strongest supporters of music generally, they  
19 support the Toronto Symphony, they make sure the students  
20 come and see us, and there are those who are  
21 indifferent, indifferent to music too, and what we can  
22 do to educate them is something, as a matter of fact,  
23 in many ways, we have been talking about this for the  
24 last couple of years, and we have tried to encourage  
25 them, to come to rehearsals. Now it is a shocking  
26 thing that happened, and I might as well be honest  
27 about this, at the beginning of this year we invited  
28 all the music teachers, 220 schools were sent  
29 invitations to attend rehearsals of Karel Ancerl.  
30 Now any person interested in music would have grabbed









1 the chance like that, I thought, and we all thought,  
2 and how many showed up -- forty.

3 MR. ENGLEBERT: And half of them were  
4 not music teachers. They were principals.

5 MR. FELDBRELL: There is a big job to be  
6 done.

7 MR. RONSON: What can be done?

8 MRS. HEINTZMAN: This has been a very  
9 obvious problem to us, that if we could enlist greater  
10 support from the music teachers that our lives would  
11 be easier, and I think in principle, they are  
12 delighted to support us. I think in a great many  
13 cases they are awfully busy issuing gym shoes and  
14 collecting United Appeal funds, and whatever else  
15 the teacher has to do beyond his laid down  
16 specifications, I do not know. We would like guidance  
17 in this too, because we feel that these people  
18 are our links with our future audiences and we  
19 obviously have not reached enough of them to be  
20 as effective as we would like to be.

21 MR. ENGLEBERT: I think we can also add  
22 to this, this isn't just one-sided on our part.  
23 We meet, on a regular basis, each year with the music  
24 directors of the boroughs of the City of Toronto,  
25 Metro Toronto, in fact, because when we plan out  
26 our public school series we sit down with the music  
27 directors and say what would you like to have on  
28 the program, what types of music, so that we make  
29 sure that it fits in with their programs, as it  
30 presently exists. We are not really in a vacuum.





1 We are trying to relate to what is going on at the  
2 present time.

3 MR. RONSON: Would you have an opinion as  
4 to how many of the children are likely to become  
5 musical performers and how many of the children we  
6 should be spending time with, merely in exposing them  
7 to music, so they can become appreciative of music?  
8 Is there any sense of the population as a whole  
9 as to who can really benefit from being trained  
10 as a musicians as opposed to who can benefit from  
11 being trained to appreciate?

12 MR. FELDBRELL: Can I throw a question  
13 back? Is that criteria used to find how many people  
14 are interested in going on the stage when you teach  
15 them Shakespeare at school. You see we feel strongly  
16 that music is something that they should be exposed  
17 to. We are not really interested, I don't think, in  
18 training professional musicians through our methods this  
19 sort of thing, but hopefully enough of the youngsters  
20 who are interested, will be inspired.

21 MR. RONSON: This was an honest question  
22 in the sense that this is something -- I think we have  
23 got to search for -- and that is how many, it is  
24 obviously much less expensive to put money into  
25 having people appreciate music through the things  
26 you are doing or any other method that can be done, so  
27 should we be devoting more of our funds, whatever those  
28 funds are, to doing this and less to trying to train  
29 people.

30 MR. ENGLEBERT: I think Mr. Feldbrell ---





1 MR. FELDBRELL: That puts it in a different  
2 light. I have very strong feelings about people  
3 who I think are training to teach in the school  
4 system. In the present system, I suppose the University  
5 of Toronto is as much to blame as anyone, because  
6 we are producing the music educators, right. They  
7 may get a short course in the trumpet, the French  
8 horn, and the clarinet, say three months on each  
9 instrument, and I think they do more damage than good  
10 by going and teaching these instruments because unless  
11 they really know how to play them, and very often  
12 the kids are literally turned off because they are  
13 not learning to play the instruments correctly,  
14 and where you may have had an enthusiastic youngster  
15 to begin with, he says I can't play this, never will  
16 be able to play it, he doesn't know when I am playing  
17 wrong notes anyway -- this has been multiplied many  
18 many times, and I have had this fed back to me  
19 from a number of youngsters in the schools, so that  
20 whether more money should be put into developing  
21 appreciation for music through listening, many of  
22 us begin to feel perhaps there should be listening  
23 a lot more in mass groups and not really getting to  
24 appreciate music that way -- many of them learn to  
25 hate it quite frankly.

26 FROM THE FLOOR: At risk of speaking  
27 when I shouldn't, may I ask one question along that  
28 particular line. That is, should the music teachers  
29 program at the University be expanded to the point  
30 that people in the performance courses can qualify









1 as teachers -- that is where they do specialize on  
2 the instrument, rather than on the field of music?

3 MR. FELDBRELL: I would agree completely,  
4 because many of the boroughs have become quite  
5 enlightened about this very matter, and will call  
6 a professional musician in, whether they have a teacher's  
7 degree or not, and they help out in specialization of  
8 certain instruments this helps a great deal, but by  
9 definition they are not really allowed to teach in  
10 schools because they don't have a teacher's certificate,  
11 but it does need specialists and I have often  
12 thought that even in the normal school area, if  
13 you have, for example, one collegiate with a man  
14 who is really a specialist in brass, he really knows  
15 his brass instruments and the next school has a  
16 specialist in strings, and another one in woodwinds,  
17 they would have a revolving situation, rather than  
18 a person being locked into one school only -- he  
19 could go around and do his brass instruction over  
20 three schools, and they would move around that way,  
21 rather than having this one person teach everything  
22 in one school. It is an impossibility really to  
23 teach them properly.

24 THE CHAIRMAN: Mrs. Heintzman and  
25 gentlemen, thank you very much for submitting your  
26 brief and being with us today.

27 MRS. HEINTZMAN: Thank you.

28

29

30









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Organizations & Groups Brief #18

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THE SCIENCE TEACHERS' ASSOCIATION OF ONTARIO

1 THE CHAIRMAN: Professor Wolfe, we have  
2 read your brief. Now if you would introduce the  
3 gentlemen with you, and if you have anything to add to  
4 your brief please do so, and then we will have a few  
5 questions.

6 PROFESSOR WOLFE: Mr. Chairman, and Members  
7 of the Cost of Education Committee, I would like to  
8 express appreciation of the Science Teachers' Association  
9 of Ontario for your invitation to submit a brief to  
10 the Cost of Education Committee, on the cost and  
11 quality of education and the impact of provincial  
12 ceilings on spending.

13 Today we have as the members of our team  
14 myself, Elgin Wolfe, the President of the Science  
15 Teachers' Association and I will outline very briefly  
16 the history of the organization and the purposes of  
17 our organization as chairman of the cost of education  
18 committee for STAO, Mr. Murray Lang on my right.  
19 He is the Associate professor of Science Education  
20 at the Faculty of Education, University of Toronto.  
21 He is well qualified for this position. He has been  
22 a science teacher, a department head, a vice-principal  
23 an author, and a teacher-educator. He is also a  
24 past president of STAO and of the Metro Science Teachers  
25 Association, and Professor Lang will summarize the  
26 important points made in the brief.

27 On my left, we have Mr. Donald Cooper,  
28 who was a member of our committee and he is the director  
29  
30







1 of the Ontario Teachers' Federation Science projects,  
2 and he is also well qualified to be a member of the  
3 team, because he meets a large number of <sup>science</sup> teachers around  
4 the province, at the elementary school level, and  
5 was instrumental in obtaining a lot of the feed-back  
6 at that particular level.

7 For other members of the committee, they  
8 are listed on the last page of the brief, if you are  
9 interested. Before I turn it over to Professor Lang  
10 I would like to outline briefly the history of STAO  
11 to put it into perspective. The Science Teachers'  
12 Association has as its purpose to stimulate and  
13 improve the teaching of science in Ontario, and to  
14 co-ordinate and disseminate information related to  
15 science teaching. It was formed in 1890 as a  
16 science section of the Ontario Educational Association  
17 and has since that time been recognized as the major  
18 professional association of science teachers in  
19 Ontario. Membership is open to anyone with an  
20 interest in science education. The STAO has  
21 provided a forum for those interested in science  
22 education to express their views on current  
23 educational topics, to learn of different teaching  
24 and lab techniques and to become acquainted with  
25 recent developments in the laboratory apparatus and  
26 to examine new science books and audio-visual aids.  
27 This service to science education is provided through  
28 the medium of a professional journal, "The Crucible"  
29 which is published eight times a year. The annual  
30 STAO conference and the regional workshops held across





1 the province.

2 The Science Teachers Association welcomes  
3 the current move in Ontario to the development of  
4 curricula at the local level. This gives a greater  
5 emphasis than ever before to the role of the professional  
6 organization of our stature.

7 We are pleased this year that a new  
8 dimension has been added to our roles, since we were  
9 asked to submit a brief to you on the impact of the  
10 cost of education.

11 We are also pleased that there seems to  
12 be a greater co-operation than ever before between  
13 the professional associations and the Ontario Department  
14 of Education, so without taking any more time on this  
15 particular aspect, I would like to turn the meeting  
16 over to Professor Lang, Chairman of the STAO cost  
17 of education committee, who will elaborate on key  
18 points made in the brief.

19 PROFESSOR LANG: Mrs. Farr and gentlemen,  
20 my job is to summarize as I believe the gist of our  
21 brief -- we believe we have some evidence for you  
22 that will show that some of the current economic  
23 moves are contrary to some of the professional moves  
24 that the Department of Education is attempting to  
25 produce in secondary and elementary schools of Ontario.  
26 I would like to examine very very briefly some of the  
27 recent developments in education in Ontario, and find  
28 out the apparent trends at the moment are for a  
29 greater attention on the individual, more self-  
30 realization for the individual trying to do something





1 more than the mass education of the past.

2 The Hall Dennis report in 1968 brought  
3 this into very clear focus, and as recently as 1972,  
4 January, the Minister of Education made a statement  
5 to the chief education officer and senior program  
6 officials of the Ontario School Board and in that  
7 statement he carried out again the ideal of the Hall  
8 Dennis report in these words, we have in current  
9 use over a 150 curriculum guidelines and from these  
10 very rich and varied programs can be devised --  
11 these programs will suit the needs of many children  
12 perhaps of most, but they cannot meet the needs of  
13 all, nor could they be expected to. We are finally  
14 beginning to give recognition in educational practice  
15 to the basic biological fact that no two individuals  
16 are identical. This being so, schools must often  
17 devise learning experiences that depart in significant  
18 ways from the approaches envisaged in the guidelines.  
19 It is now the responsibility of each school to  
20 design a particular course of studies, whose choice  
21 of vehicle or subject matter reflects the perceptions  
22 teachers form of the interests and needs of their  
23 own students.

24 The emphasis is then, that every teacher,  
25 every school, shall be a curriculum builder, and shall  
26 be planning his own courses.

27 This policy is carried out further. We  
28 have just recently off the press, an intermediate  
29 division, interim revision, in science curriculum,  
30 which removes a concrete curriculum called I-1-E









1 which has been in practice for about a dozen years,  
2 and substitutes instead a philosophy and psychology  
3 of the learning conditions of pupils of that age,  
4 and then ask the teachers to devise their own  
5 curriculum. These trends then have been continuing  
6 the publication called H.S.1, the requirements for  
7 a diploma within Ontario have forced secondary  
8 schools if they were reluctant to move to take the  
9 step of adopting a credit system and in this kind  
10 of system they have forced teachers to innovate,  
11 to offer many different courses to meet the needs  
12 of diverse students.

13 So these three steps, catering to the  
14 individual, removing curricular support and the  
15 institution of the credit system have all added  
16 curricular burdens to the teacher.

17 Now, I do not know -- it might be  
18 insulting to Mrs. Farr, but some of the gentlemen  
19 aren't this experienced in the schools. Perhaps I  
20 should digress a moment to say just what is expected  
21 in individualized learning, and I interpret this to  
22 mean that we are going to cater to three chief  
23 differences among pupils. One is a difference in  
24 the rate at which they work, one is the difference  
25 in the interest or keenness that they have for the  
26 subject, the particular facet of the subject that  
27 interests them, and the third is the difference  
28 in ability.

29 So any program of individualization ought  
30 to probably be taking into account those differences





1 and if we are going to try to tailor programs to  
2 individual students then, the teacher almost has  
3 to make curriculum for each individual.

4 In doing this, the teacher would consider  
5 the starting point -- where is that pupil now, the  
6 objectives, what do I hope to achieve with him, the  
7 core, what basic knowledge must he cover in this unit,  
8 optional activities or satellite activities for this  
9 student who can work faster and finish more, or who  
10 is abler or keener and perhaps diversified pathways  
11 through a subject for the student who has different  
12 particular bents. There may be materials that are  
13 designed for self-pacing and these are expensive.  
14 They involve buying programmed learning books, or  
15 instruments, film strips for individual viewing,  
16 film loops, arranging tapes, or records to be listened  
17 to by a small group of students or one at a time,  
18 planning remedial programs for the pupil who has  
19 fallen behind or is lacking in some necessary background.  
20 So all of these things mean more demands on the teacher.  
21 He has got to be devoting more time to each individual  
22 student to know what that student is thinking and  
23 where he is going. He has to do more planning and  
24 gathering materials together from diverse sources.  
25 He has got to work harder in constructing new  
26 materials, where there is nothing appropriate for a  
27 particular student. He may have to write a guide sheet  
28 himself for that student, and he has got to be  
29 continually evaluating progress. How well is this  
30 student doing? Is he getting along?





1                   So all of these things have made the teacher  
2 busy, but at the same time the economic moves of the  
3 Department, the tightening of budgets, the imposition  
4 of ceilings on spending, have been applying forces  
5 in an opposite direction. They are opposing teachers  
6 then for trying to individualize, and in our report  
7 we point out at least seven adverse ways that ceilings  
8 are affecting the quality of education by preventing  
9 the teacher from doing his best for the individual.

10                   The teachers that we have spoken to, it  
11 was worded in a couple of the comments, ask us next  
12 year, the squeeze is only beginning, they do expect,  
13 there is a great fear, that the next two years  
14 will see even more stringent restrictions and perhaps  
15 a return to the 1900 era of very mass education.

16                   The ways in which the budget ceiling  
17 are applying adverse pressures, that I could summarize  
18 from our document are these.

19                   First, larger classes, on page 2 and 7.  
20 We know that two-thirds of the secondary schools and  
21 one-third of the elementary schools report that  
22 classes are larger this year. If the teacher's  
23 time and attention are equally divided among his  
24 students, then each student receives a few minutes  
25 less every day.

26                   The second point is heavier teaching loads  
27 on page 3 and 7. We note that secondary schools,  
28 38 per cent, nearly two-fifths this year reported  
29 more classes being taught by each teacher and  
30 department head. And in our travelling around









1 since this report, we are finding out that other  
2 boards which did not increase the teacher's load last  
3 year, are doing so this year. In Etobicoke for  
4 example, I learned last week that every teacher and  
5 department head will be taking on one extra class  
6 for next year. In Hamilton, half of the school  
7 did it last year, and the other half are doing it  
8 this year.

9 This means that the teacher will have less  
10 time and energy for producing quality lessons, for  
11 planning and preparing for his individuals. The pupil  
12 will suffer then, because the tired teacher, the busy  
13 teacher, the less adequately prepared teacher will  
14 not teach as well, and so we will find, as we do  
15 in the report, that individual instruction is  
16 declining in some schools.

17 In addition to the reduced free time  
18 that a teacher would have scheduled for preparation  
19 and marking in schools, teachers often have to give  
20 up the little time that remains to them, because  
21 the Boards of Education are cutting down, by not  
22 hiring substitute teachers when a teacher is ill,  
23 and therefore the teacher finds that he has to  
24 give up what little free time he has left. Quite  
25 frequently when it is his turn and somebody is  
26 away and other teachers are reported, on page 8,  
27 that they have been asked to do extra clerical duties  
28 because there is an inadequate office staff.

29 The other point is that overcrowded or  
30 inadequate facilities are interfering with his





1 program. The reduction in building programs, again  
2 an economic feature in some school areas -- perhaps  
3 we look ahead and say, well the population is going to  
4 decline in two or three years, so just make do for  
5 now, and then you will be all right.

6 So 70 per cent of the schools have  
7 reported that conditions in which we might say the  
8 laboratories are overflowing, we have seven or eight  
9 or nine, ten classes per day, scheduled for the  
10 laboratory. Now most school days are not nine or  
11 ten periods long. I suppose nine is common, ten in  
12 the smaller country areas, but this means that most  
13 of the laboratories are filled for a hundred per cent  
14 of the time, and that is very efficient from a  
15 businessman's point of view, and I think you could  
16 admire that, but 18 per cent of the schools found  
17 it necessary to overflow -- to have science classes  
18 scheduled into ordinary classrooms because there  
19 was no lab available.

20 The overflowing went from two to fifty  
21 periods per week in different schools.

22 The consequences of this overcrowding  
23 all point to lower quality of science instruction.  
24 (a) some science students will have reduced  
25 opportunities for experimentation. Suppose your son  
26 is in -- they used to say Grade XI, now we will say  
27 a first year class, that cannot get into the lab for  
28 three of the five science periods in the week. This  
29 probably means that his teacher will not do an  
30 experiment or have the class do an experiment. He





1 will just do some kind of a demonstration that he  
2 can do on the teacher's desk, in the other classroom.

3 Some science students will have reduced  
4 instruction time. One of the people who responded  
5 to our report said no, we didn't overflow into the  
6 classrooms, we just cut down the periods, so instead  
7 of giving five periods per week to every class in  
8 science, we only give four in grade XI, and this  
9 means then that he has less science.

10 A third point under this is that the  
11 laboratories are rarely free for an individual --  
12 supposing you have a keen future scientist who  
13 wants to do some kind of project -- there is not  
14 any lab space for him to go to work in many schools.  
15 And, the point of view about the teacher preparation.  
16 If a teacher is going to arrange for materials for  
17 students to do, handling of equipment, manipulation,  
18 then he has to get into the lab to get these things  
19 ready, and quite often he finds some other teacher  
20 or class are in there, and he cannot get in, so  
21 48 per cent of the science teachers have reported  
22 that they are unable to get things ready in the lab.

23 In elementary schools, there is sometimes  
24 a science centre, about half the schools said they  
25 had a science centre in the schools, where students  
26 or teachers could go to get equipment and do  
27 experiments about, -- most schools would have one  
28 classroom in elementary, that might be called the  
29 science classroom -- not really modified as a lab,









1 but having some facilities, but if you have only got  
2 one science classroom and that was the average of  
3 all our respondents, in the elementary, then this  
4 does mean not every science -- not every class can  
5 get into that classroom for science, and so probably  
6 they don't teach science to some grades, maybe the  
7 primary doesn't get the opportunity any more than  
8 what the teacher can do in the elementary classroom.

9 In city schools using this one classroom  
10 for science, students may average about 60 minutes  
11 of science a week. In counties and districts, it  
12 was almost double this time.

13 My fifth point about the reduction in  
14 quality, is that there is less money available for  
15 the purchase of science equipment and supplies this  
16 year. Nearly half of the secondary schools reported  
17 such a decline, and even among the other half, some  
18 of them pointed out that although the amount remained  
19 the same, its purchasing power was considerably  
20 reduced this year, as all the rising costs of the  
21 supply companies had dimmed that. In elementary  
22 schools it was pretty difficult to cut, because some  
23 of them had as little as ten cents per pupil per year  
24 to spend on science, and while you could cut that,  
25 the smallest report in our survey, Don, was one  
26 school reported an average of four cents per pupil  
27 per year to spend on buying science material.

28 Now you can imagine that wouldn't buy very much.

29 The average was 40 cents for elementary schools, and  
30 from one of the underlined -- I see it is underlined





1 in mine, but not in yours -- one of the points I  
2 have made about that cost was that in a school where  
3 the range was high, the highest one of the list in  
4 elementary had just bought a lot of new equipment  
5 -- that was an expenditure of \$9.00 per pupil.  
6 Now this would be partly capital material, that would  
7 last for many years, so it is all shown on this  
8 year's budget, but it will be spread over many years,  
9 but if nine dollars per pupil buys one of the new  
10 individualized science programs where everybody can  
11 get their hands on equipment, and experiment, then  
12 what do you get for four cents a pupil? Certainly  
13 it is an inadequate science program.

14 At the bottom of page 4, where we asked  
15 the teachers how appropriate that you think the  
16 amount of money spent for science in your school  
17 was this year, we noticed that half of them, on the  
18 average felt that it was generous or adequate and  
19 the other half felt that it was limiting or  
20 restrictive. Now this meant that half of the teachers  
21 were frustrated from doing the best job they knew  
22 how, because they could not buy the equipment.

23 Another frustration that is reported at  
24 the top of page 5, has to do with secondary schools,  
25 where sometimes the money is allotted so much for  
26 supplies which are smaller in cost and expendible,  
27 and so much for equipment which are larger in cost  
28 and sort of capital, and are expected to last over a  
29 number of years, and so we have this kind of waste  
30 indicated. We have equipment we cannot use because





1 we are unable to purchase the supplies needed to  
2 operate it, and this means then that the equipment is  
3 wasted there, or this one -- county board, since  
4 amalgamation, we have had practically no budget  
5 for capital equipment. This indicates a deterioration  
6 because the county boards have been in for a few  
7 years and capital equipment will be wearing out  
8 and becoming obsolete and no new material can be bought.

9 So in flexibility and transferring funds  
10 from one pocket to another, may cause grief and  
11 deterioration.

12 The sixth point at which I think the  
13 teacher is being handicapped, is in receiving  
14 inadequate support in his professional development  
15 and probably you could ask Don Cooper to speak more  
16 to this, but there are three ways that this comes.  
17 On page 6, we notice that at the offset, the launching  
18 of a new program, only some schools get a little  
19 extra help from a science consultant or principal,  
20 in order to help launch a new program and have support  
21 for it.

22 On page 8, under (e) and (f) we notice  
23 that there is reduced consultative help. The science  
24 consultant in many places has been sent back into the  
25 classroom for half a day, meaning he has only got  
26 half a day left to help other teachers, and this  
27 is part of the economy move to tighten up pupil-  
28 teacher ratio, but there were more places that  
29 reported less help than more help, and a number of the  
30 ones who reported the same, might have meant that this









1 meant no help at all. We did not ask them to tell  
2 if you got no help at all, -- whether that was a flaw  
3 in our questionnaire.

4 The third one is in (g) -- no (h) on this  
5 same page, the opportunity to attend conferences.

6 Many of these conferences are like updating  
7 courses for teachers. They learn the latest things.  
8 They find out what is new in education, how to do things  
9 better and more efficiently, and yet conference  
10 budgets have been cut as one of the frills that can  
11 be done away with in an economy move. And so there  
12 are a large number who said there is less opportunity  
13 to attend conferences.

14 In item (g) on the same page, my seventh  
15 point in an era where we are very concerned with the  
16 environment, and environmental education has been  
17 growing for several years, suddenly the cutbacks, we  
18 can't afford the bus for you, is shown here in item (g)  
19 where again, more elementary schools and a very large  
20 number of secondary schools are saying we can no  
21 longer count on trips for outdoor education.

22 Well, in my summary at the end, I have said  
23 then that there seem here to be two forces working.

24 On the one hand we have the force that says try to give  
25 the best to each individual and under ideal working  
26 conditions and on the other we have said we cannot  
27 afford it, continue to give the best education you  
28 can, but do it on a shoestring, or out of your own  
29 pocket. So I do feel that there are effects of  
30 the cost of education -- and we will leave it to your

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1 questions from there.

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2 PROFESSOR WOLFE: If you have questions, I  
3 believe Don Cooper would be the best one to answer for  
4 you, and Murray can get his bit in as well.

5 THE CHAIRMAN: Well, gentlemen, one thing  
6 I would like to say about your brief -- it is perhaps  
7 one of the more candid briefs that have come in.

8 Let us take a look at the facts of life.  
9 People of Ontario have said the cost of education has  
10 been going up too quickly. They have not said that  
11 we reduce the amount we spend per pupil. Frankly I  
12 cannot buy the extreme position that you have taken,  
13 that everything is as bad and black as what you have  
14 said in here. To me, the submissions that have come  
15 in, are almost like a conditioned reflex, that any time  
16 anybody is talking about a decrease in the amount of  
17 money we are putting into education, it automatically  
18 has to be bad, and we are going to reduce the quality.

19 Now, I think you are underselling yourselves,  
20 your own ingenuity, to adjust to conditions. Everything  
21 in here seems to be that black and negative. I think you are  
22 underselling -- I think you are overstating the case  
23 and you are underselling yourselves.

24 What can you do as teachers to adjust to  
25 what the people of Ontario said that we must adjust to?

26 PROFESSOR WOLFE: I would not say the  
27 brief is negative. I think what we are indicating  
28 here is that society wants a better education aimed  
29 at each pupil, better individualized approach. What  
30 we are saying is, in science, in order to attain that





1       there are certain things you have to be able to do.  
2       You have to have the materials, you have to have the  
3       teacher time for a student, in order to obtain it.  
4       If you do not have these things, that particular  
5       ideal of individualized approach is not going to reach  
6       the level that the general public wants. That is all  
7       we are saying and Murray's points here, the three  
8       points towards individualization and the cost of  
9       education, cutting back on those points, is what we  
10      are trying to illustrate and the science teacher can  
11      still offer the type of programs that have been  
12      offered, but I don't think that is what the general  
13      public wants.

14                   PROFESSOR LANG:     Your committee asked us  
15      to look for evidence and we thought that/<sup>in</sup>going to the  
16      teachers we were looking for evidence -- we were  
17      getting back reports from three hundred teachers,  
18      from across the province, well representative of  
19      the areas, who are saying similar things. Of course  
20      there are contrary things too, but I thought we  
21      had some evidence there. I am sorry if you think  
22      it is all black. I know there is a comment that one  
23      teacher had written in, well you always get along  
24      somehow, and of course you do, if that is what you  
25      want. You get along somehow, but you don't do the  
26      ideal, if the ideal costs money and you haven't got  
27      money. This is the way we all have to tailor our  
28      budgets.

29                   THE CHAIRMAN: Do you gentlemen believe  
30      in the ideal expressed in the Hall Dennis report, and









1 I believe there is disagreement among your own people,  
2 whether everybody should be doing their own thing,  
3 individualized type of instruction, -- perhaps you  
4 prefer to go back to the very highly structured  
5 type of curriculum, -- I don't see the consensus  
6 here, within your own group.

7 Maybe I am wrong in interpreting your  
8 brief. I am trying to stimulate some thought here  
9 too, so I may be overstating the case intentionally.

10 DR. PHILLIPS: I think probably -- one  
11 thing the chairman may have in mind here is something  
12 that struck me in your opening remarks, you mentioned  
13 the official policy -- is that it welcomes curriculum  
14 development at the local level, but yet many or at  
15 least a number of the comments which you quote from  
16 your membership are very outspokenly against this,  
17 and do go for a structured, return to the structured  
18 type of curriculum.

19 PROFESSOR WOLFE: Answering that, I think  
20 a professional organization has to look at the ideal  
21 situation. We agree with the philosophy of giving  
22 a teacher freedom to innovate and develop material  
23 for the individual student. After all, this is what  
24 we are all trying to do. We are trying to develop  
25 the best education for each pupil. I think the feed-  
26 back we are getting from the teacher in the classroom  
27 is that, yes, we like that, but how do we do it, if  
28 we have more students facing us, if we have less  
29 money to buy innovative materials -- all of these  
30 forces are acting against that. So one case is the





1 ideal and the other is the reality of what we are  
2 faced with.

3 DR. PHILLIPS: Just going a step further--  
4 I don't think anyone on the committee probably would  
5 criticise the brief from the point of view of the  
6 accuracy of its reflection of what the teachers are  
7 saying, and probably experiencing under the present  
8 conditions, but I, for one, however, would have  
9 hoped that the association would have come out  
10 with something more in the way of an appreciation  
11 of the present situation, plus some proposals as to  
12 how it might be possible to live within the  
13 environment, because the one thing that seems to be  
14 absolutely certain, is that education on all levels,  
15 is not going to be able to live the same -- on the same  
16 level funding as it has been accustomed to in the  
17 past number of years.

18 This will mean some selective cut backs  
19 possibly, but certainly it will mean a specification  
20 of priorities in all areas of teaching, but for  
21 closely specified, and has been the case in the past  
22 few years. I would have hoped to see a brief, an effort  
23 to suggest to the committee ways by which the science  
24 courses could be taught in the schools on the most  
25 effective level, under the new conditions, rather than  
26 simply a recitation of all of the reasons why it is  
27 impossible under these conditions to do what you  
28 consider an adequate job.

29 PROFESSOR WOLFE: I think I am correct  
30 in this. When we received the letter from Dr. McCarthy,





1 we looked at it fairly closely and there did not  
2 seem to be any request in there for recommendation.  
3 It seemed to be, we want the facts of what is the  
4 condition in the science classroom right now. Am I  
5 incorrect in this? Did you want recommendations  
6 from the association? This is the way we read it,  
7 Dr. McCarthy, and therefore we did not include  
8 recommendations in it. We included evidence  
9 of where we are at right now.

10 DR. MCCARTHY: I don't think it asked  
11 that either. I think it just asked you to submit a  
12 brief with your views.

13 DR. PHILLIPS: Certainly the one  
14 recommendation that is implied throughout is that the  
15 funds available should not be cut in any way, and in  
16 fact, I do not mean cut, the funds available should  
17 continue to expand. That seems to me to be the  
18 recommendation and it is very clear throughout, but  
19 the committee is faced and I think everyone in Ontario  
20 is faced with the fact that this is most unlikely --  
21 in fact impossible.

22 PROFESSOR LANG: You used the words  
23 an adequate job. I think teachers are going to get  
24 by. They are going to do an adequate job, but we  
25 are talking about an ideal job, and it seems to me  
26 in the policy statements from the Department of  
27 Education, that it is the ideal job that they are  
28 asking for, rather than how do you get by and do  
29 an adequate job.

30 Now, I have -- I am old enough to have taught







1 in the time when teachers did not have free time,  
2 when you taught every hour of the school day, and I  
3 watched, in my lifetime, the coming in of preparation  
4 periods and I enjoyed them, because in those early  
5 ones I always maintained to my friends that a teacher  
6 does twelve months work in ten months. He certainly  
7 works long days and weekends everytime. I know  
8 those conditions. I have been a department head under  
9 the most adverse conditions of department head  
10 recording here, where the department head is teaching  
11 six periods or seven periods, a day, and yet still  
12 trying to run a department and I know you can't do  
13 justice to either your teaching or either the running  
14 of a department and do that. I know, because I have  
15 tried it. I lived it. And I know that I have felt  
16 that in the last ten years, perhaps fifteen years,  
17 that great professional strides were made in  
18 recognizing that the teacher has pressures and  
19 demands on him that can be alleviated a little  
20 bit by society.

21 Now if we have got to swing back to  
22 fifteen years ago, twenty years ago, then all right,  
23 I suppose we will survive again, but we won't be  
24 able to do our best. That is all. You can't do your  
25 best, but your energy and time are limited.

26 MR. TROWELL: Why do you feel you have to  
27 go back fifteen or twenty years? Why would it not be  
28 possible for say, to say that nothing is perfect,  
29 because you are working more closely with the  
30 problem than we are, certainly -- knowing that we have





1 to reduce the cost, how would you -- say reduce cost  
2 and maintain, preferably improve the quality of  
3 education in the area of science? What innovations?  
4 What initiatives that might be brought to bear as  
5 people acquainted with methods of investigation on  
6 an objective basis?

7 MR. COOPER: To me it is something which  
8 may be a superficial reaction to that. One of the  
9 concerns I have, and this will only partially  
10 answer your question -- is the reluctance somewhere  
11 for to react to some kind of change and the project  
12 I am involved in, is the logical one at point, we  
13 in the Ontario Teachers Federation have developed  
14 a science program which involves the use of a lot  
15 more hardware equipment, really expensive stuff on  
16 the part of the children -- it is a difficult thing  
17 to encourage boards of education to examine the  
18 merits of the hardware and the learning by doing type  
19 of approach that we are trying to promote as opposed  
20 to the textbook, and I am drawing polar relations here  
21 -- I think one of our major problems there and again  
22 I don't think there is any problem is (a) information  
23 for the people involved in decision making roles,  
24 and secondly, I guess education of these people to  
25 the fact that there are methods of communication  
26 and education beside the printed medium.

27 Maybe I am presenting a problem in answer  
28 to the question you have, but it is an innovative  
29 thing. We have tried, we have met a lot of difficulty  
30 in that way.





1 DR. PHILLIPS: Just referring to cost.  
2 Are you referring to a reduced cost method here?

3 MR. COOPER: Yes, because the hardware  
4 we are talking about has almost indefinite life --  
5 the book life -- well you know that better than I  
6 do, but it is a relatively short period of time, so  
7 we are talking there about a cost reduction thing  
8 over the long haul, but not over the short haul.

9 PROFESSOR LANG: There were two other  
10 suggestions you will recall in the brief. One about  
11 purchasing of expensive material to accommodate one  
12 particular teacher's program and then that teacher  
13 gets promoted to vice-principal and leaves the school  
14 and the materials are left there and nobody else  
15 wants to work that program.

16 If that kind of thing could be prevented  
17 and generally it is looked at in terms of a group of  
18 department heads, principals, purchasing agents, to  
19 say, well is that really a wise purchase, is it a  
20 general one. In Etobicoke when I taught there,  
21 they used to say we won't build a lab to suit one  
22 man's specifications, but if you department heads  
23 can all get together and agree on what kind of lab  
24 you would all be happy to work in, then we will  
25 build that. In other words, you did not go wasting  
26 money for one person's whim. That is a good economy.  
27 Someone else has suggested that perhaps obsolete  
28 equipment from government labs might be made  
29 available somehow, I don't know how it could be  
30 done, but if that sort of thing, well then you might







1 be able to get things.

2 I know a lot of teachers go scrounging at  
3 the local hospitals and say, what are you going to  
4 throw out, we will take it, and there is all sorts of  
5 scrounging done that way, to save money.

42 6 PROFESSOR WOLFE: In answer to Mr. Trowell's  
7 question, there, I think you have to decide what you  
8 want to do in science. Science is one of those hand-  
9 on type of subjects that you want to get at the  
10 approach the scientists use -- I think you would agree  
11 with me it is very important that we educate the  
12 general public right now to what can a scientist do  
13 and what can he not do, because of environmental  
14 problems. A lot of people feel that a scientist  
15 can solve a problem overnight. There are some  
16 problems that are going to take an awful long time  
17 to solve.

18 I think in looking at a report, a feeling  
19 comes out from the members, the teachers, they would  
20 like to see, as Mr. McEwan mentioned earlier on,  
21 some kind of core program in science. This could be  
22 a way of cutting the cost. Suppose the Department of  
23 Education put forward the funds to set up some  
24 kind of curriculum project that would, using  
25 psychologists, disciplined people, such as physicists  
26 and chemists, practising teachers at secondary  
27 school level, elementary school level, give that  
28 committee enough money and time to come up with what  
29 they feel is the core that will enable the science  
30 teacher to meet the needs, the needs of the students.





1                   Now that core might, at the secondary  
2 school level occupy 70 per cent of the classroom time.  
3 If it is a common core right across the province that  
4 means that there is some continuity in the type of  
5 equipment that is used. It means that you still  
6 give the teacher in the classroom a bit of curriculum  
7 design, because he and the students he is working  
8 with have the time to go that 30 per cent beyond  
9 the core. I know there is a big move towards this  
10 because just last week I was at a meeting with  
11 university professors, and they were quite concerned  
12 that the nature of the student they were receiving  
13 -- they did not know what they were receiving,  
14 because there didn't seem to be any common background.  
15 This core idea would still enable that common  
16 background to be produced, incorporating the process  
17 of science -- scientific inquiry -- and still leave  
18 the teacher some freedom.

19                   MR. TROWELL: You would have a basic  
20 chassis with body change and accessories.

21                   PROFESSOR WOLFE: You would have the  
22 basic chassis with extensions, but there would be  
23 that basic core. It would have to be a very carefully  
24 chosen core. It would take a considerable  
25 amount of money to develop it.

26                   MR. TROWELL: But you think that would really  
27 have a tendency to reduce costs?

28                   PROFESSOR WOLFE: I think it would,  
29                   instead  
30 because/of each school, quote, doing their own thing for  
100 per cent of the program -- there would be 70 per





1 cent of the program where they would use common  
2 materials, and maybe even textbooks over the long run  
3 -- Ontario might produce text materials to go  
4 along with it, film strips -- I am saying this is  
5 a good approach, I think, for the secondary school  
6 level. I am not so sure it is a good approach  
7 for the elementary school level, because of that stage.  
8 I would like Don to comment on this, where you want to  
9 have a compulsory type in the elementary schools.

10 MR. TROWELL: Mr. Chairman, I did not intend  
11 to produce a specific plan out of this meeting  
12 here. What I was really wondering was, I think  
13 you are catching the feeling all right.

14 Now, would it be possible and in order  
15 for the Committee to invite STAO to do a study  
16 of this kind, and then if they could come back  
17 with some recommendations, including the elementary  
18 possibilities, I am not intending to cut anybody  
19 off ---

20 THE CHAIRMAN: Well, if the group would  
21 care to make recommendations, within our terms  
22 of reference, we would be very happy to receive  
23 them. We are looking for all the good ideas  
24 that you have.

25 MR. KERR: Mr. Chairman, I would like to  
26 ask Professor Wolfe to what degree is the increase  
27 student selective opportunity contributed to the  
28 overloaded science departments and science facilities.

29 PROFESSOR WOLFE: I think there are a  
30 number of ways that it overloads the teacher. If you







1 have a wider variety of courses being offered,  
2 then that means a wider variety of materials to support  
3 those courses that have to be developed. You only  
4 have a certain number of staff in a school, therefore  
5 you have a heavier load on the teacher in producing  
6 those materials.

7 Now the other facet of education you should  
8 consider here is the fact that in Canada a school  
9 cannot adopt, adapt -- or adopt I should say, the  
10 United States program that has been developed  
11 using considerable funding through the National  
12 Science Foundation. They can have resource materials  
13 on the shelf, but the student cannot take a  
14 textbook home -- I think you are familiar with the  
15 circular 14 recommendation that was in the paper  
16 some considerable time there, where a lot of modern  
17 United States programs that have been developed  
18 to support an individualized type of approach  
19 can only be used as resource material, unless  
20 permission is granted through the department, so  
21 I would say considerable increase in load at the  
22 secondary school level, especially -- I have  
23 heard this a number of times, I don't know  
24 whether our report has covered that.

25 On the bottom of page 7, part (b)  
26 there, refers to the individualized instruction.

27 PROFESSOR LANG: One of the points about  
28 this on page 7, it shows that a lot of teachers who  
29 have written down that there is no change in  
30 individualized instruction really have meant that





1 they never had any and they aren't doing any  
2 yet, because it is a lot easier to teach a class  
3 than it is to teach thirty individuals separately,  
4 and so that particular comment means that the  
5 new programs that the Department is pushing are  
6 really being picked up rather slowly by teachers, and  
7 in some schools, they are very traditional about it,  
8 and they don't like to change at all.

9 MR. KERR: Has science class size  
10 increased more rapidly than other class size in  
11 the last year -- the last two years?

12 PROFESSOR LANG: I do not think so.  
13 The point about a science class is that if you do have  
14 people experimenting, say in chemistry, where there  
15 may be dangerous materials, then the teacher has to  
16 have his eyes on everything very sharply to prevent  
17 an explosion or burns, injuries of that kind, so  
18 it soon begins to feel crowded in a science class-  
19 room, even though it may not be any more crowded  
20 than a history classroom.

21 PROFESSOR WOLFE: I think another facet that  
22 the increasing load on the teacher too, if you are  
23 going to an individualized type of program, now what  
24 you should be doing is keeping track of that  
25 individual very carefully and feeding him ideas,  
26 questions, experiments that he can do, and if you  
27 think of, say, a 40 pupil classroom, and one teacher  
28 in there for forty minutes, that means you have about  
29 a minute per pupil, plus you have the marking load  
30 if you are going to try to keep up with marking lab





1 reports, making comments on those reports for  
2 improvement.

3 MRS.FARR: I have a couple of questions  
4 Mr. Chairman.

5 First of all, I would like to ask Mr.  
6 Cooper, are the units that you are developing and  
7 the materials which you use, which I know are sort of  
8 homemade, quite inexpensive, do they in any way  
9 help you with this problem of foreign textbooks  
10 for instance?

11 MR. COOPER: Getting around the purchase.  
12 I don't think there is much elaboration to that, it  
13 is just yes, it is just getting around.

14 MRS.FARR: So the project you are engaged  
15 in is assisting. Now, your project goes to about  
16 Grade XI, does it?

17 MR. COOPER: XI, X -- as a matter of  
18 fact we hope to reverse that. We hope seriously to ---  
19 export both hardware and written material.

20 MRS.FARR: To export. A question perhaps  
21 to Professor Lang. In the secondary labs, do you  
22 use or could you use to advantage, trained teacher  
23 aids of some sort?

24 PROFESSOR LANG: They have<sup>used</sup>/these in  
25 North York, I think to advantage, I have never had  
26 the opportunity myself, so I would prefer Professor  
27 Wolfe to answer that.

28 PROFESSOR WOLFE: Yes, we in North  
29 York have that. At each secondary school, one lab  
30 assistant, and the function of that lab assistant







1 was to get material ready for lab use -- that means  
2 that you have an individualized approach. We have a  
3 lot of materials required, and the teacher doesn't have  
4 to spend the time running after those materials, and  
5 as Murray mentioned in his initial remarks, the teacher  
6 can spend the time on developing new ideas to take  
7 into the classroom. We found it helped a great deal,  
8 and each secondary school in North York had one  
9 lab assistant, but I understand this has been cut  
10 off. I don't think they have them any longer.

11 MRS.FARR: I suppose it probably increased  
12 the cost, rather than decreasing it?

13 PROFESSOR WOLFE: Yes, you are correct  
14 there. I think the type of aid you are talking  
15 about is one who would go into the classroom and take  
16 a sort of semi-teacher role, where they would go round  
17 to the various lab desks and counsel the youngsters  
18 on ---

19 MRS.FARR: I was thinking more of the sort  
20 of person -- for instance, your problem -- if the  
21 lab is in use a hundred per cent of the time, when  
22 are you going to get ready for your class, and as a  
23 teacher I know this problem. I wondered if a full  
24 time assistant could be in the lab and be sort of  
25 getting ready for the next class while this class  
26 was working and -- you know -- perhaps, going around  
27 and sort of watching to see that nothing blows up  
28 and so on. I don't mean to be teaching the youngsters,  
29 the students, but to this extent.

30 PROFESSOR WOLFE: Yes, but I think you have





1 to keep in mind in science that person would have  
2 to be quite competent. I am sure you are aware of the  
3 safety factor in the science lab, you can't hire a  
4 person for four to five thousand dollars and hope  
5 to get the type of individual you need. This is what  
6 we have found. The best people we could get were  
7 housewives, who wanted to make some money and they  
8 had say, typing experience, and they were bright  
9 enough that they could pick up details. This took  
10 extra time on the part of the teacher, though, to  
11 help them know what to find, for science materials.

12 MR. RONSON: Along this line, has any  
13 experimentation been done in using students to do  
14 this type of work?

15 PROFESSOR WOLFE: Yes, at a dollar an  
16 hour, and a lot of boards were quite pleased with  
17 it. It depends very much on the students you get,  
18 though, again, and the fact that you get a student  
19 trained to do this, and then that student is no  
20 longer with you another year, and this presents  
21 a great problem. You have to keep in mind too,  
22 are you harming that student's education, should he  
23 be spending his time better some place else.

24 MR. RONSON: I think you would be doing  
25 his education a great deal of good.

26 PROFESSOR WOLFE: Yes.

27 THE CHAIRMAN: Gentlemen, there was a  
28 comment in here, that the Department of Education  
29 had abdicated all responsibility for curriculum  
30 development, other than for issuing pipe dream



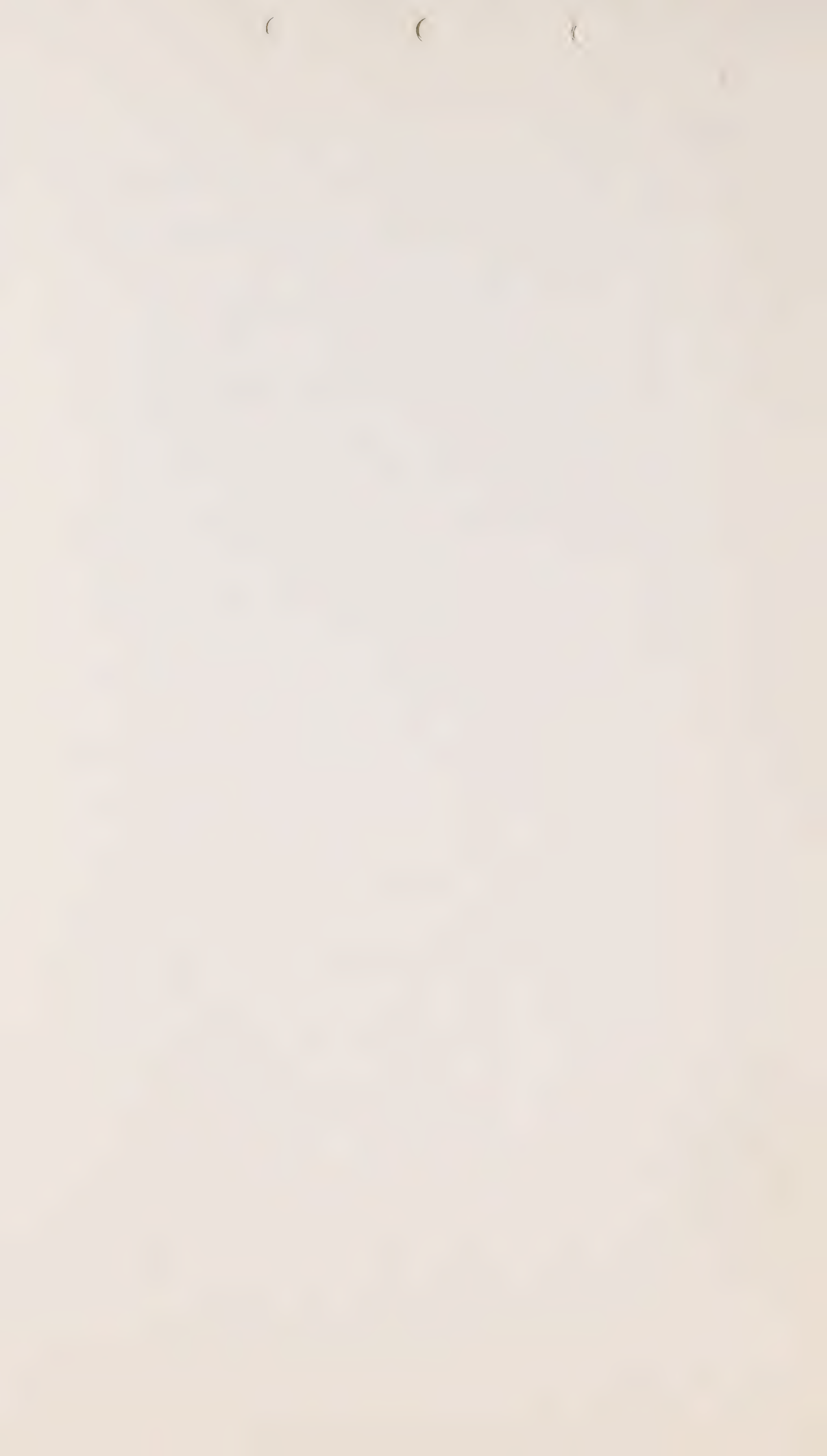


1 commands and raising funds, --- there are very  
2 few people creative enough to develop good courses  
3 at the school level.

4 Could you comment on that?

5 PROFESSOR LANG: I think this is true.  
6 There are a lot of people in classrooms who  
7 probably are not all that creative. After all we  
8 had a teacher shortage from 1956 to '71, and we  
9 took everybody. There was very little selectivity  
10 in who went into classrooms in those days, so there  
11 are a number of people in there who probably don't  
12 have the talent. You would not choose them if you  
13 were setting out to do the kind of job Don Cooper  
14 is describing, of developing new material, and likely  
15 they can get by by accepting other materials that  
16 are handed to them and saying, here, teach this,  
17 but it isn't everyone that will be creative  
18 about this. But then, if you have the creative  
19 one, loaded down so that, well, let's think of the  
20 expectation the Department has for getting textbooks  
21 written, and we have heard this voiced officially,  
22 yes, we know it took hundreds of millions of dollars  
23 south of the Border to develop these curricula,  
24 but we think some Ontario teacher is going to  
25 write the same kind of thing on his weekends, in  
26 his summer holidays, and he is going to come up  
27 with the same kind of books and we will publish them  
28 in Ontario, but that is a pipe dream. How do  
29 you do that.

30 I know, as an author, that it took me







1 five years of nights and weekends and summer holidays  
2 to try to get two books ready for the press, and the  
3 Ontario publisher looks at them and says, well, we  
4 can't give you colour, because that would price  
5 us right out of the market. These books are flooding  
6 across the border, and they are all colourful and  
7 pretty, and beautiful things, much more elaborate  
8 than any publisher will risk in Ontario.

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9 They say it is the big market and how are  
10 we ever going to compete with materials that look  
11 attractive in Ontario. I have that experience  
12 behind me, and I am a little discouraged about it.

13 THE CHAIRMAN: Well would this maybe have  
14 more to do with deterioration and the quality of  
15 education, the fact that the increase per pupil  
16 is slowing up -- when I say increase per pupil, I  
17 mean the dollars made available, per pupil, is not  
18 decreasing, it is just slowing up. I wonder  
19 what your opinion on that would be?

20 PROFESSOR WOLFE: You are asking us  
21 to weight the workload on the teacher?

22 THE CHAIRMAN: No, you are talking here  
23 about deterioration, the quality of education, because  
24 of money.

25 Now, also from some of the statements  
26 you made in here, you said that perhaps it is  
27 deteriorating because of the way we are going about  
28 it, in developing a curriculum. We are increasing  
29 the amount of money per student per year, not  
30 decreasing. How much of deterioration in quality





1 that you people are talking about may be caused  
2 by things other than the dollar? Could you name  
3 me just one -- development of curriculum -- things  
4 within the system.

5 MR. COOPER: I have a reaction to that.  
6 I think the Department's feeling and statement  
7 about encouraging curriculum development are superb  
8 and I am working in an area where I see -- I am  
9 starting to see the good results of this.

10 The thing that we feel -- I think it is  
11 the concensus among the three of us, and the rest  
12 of the group, working against it, it is a horrible  
13 time, the number of times you have to start something  
14 and you try it a little bit, and you go back to the  
15 drawing board, because somehow it bombed in the  
16 classroom, or you found that the first time you  
17 asked somebody from outside the group to read it,  
18 they all poked holes in it, and you have to go  
19 back and do it again. I have been working in the  
20 same way that Murray has, on revising materials,  
21 not creating new ones and worked a painful year  
22 and a half -- it has not all been painful -- we  
23 are finally getting a product that is printable,  
24 but the amount of time that is necessary and the  
25 amount of skill that needs to be developed in  
26 (a) defining objectives and (b) trying to find out  
27 how you are going to accomplish those objectives  
28 and trying the materials out in the classroom,  
29 to see if they are fairly successful with  
30 children -- it is a great experience, but boy, is it

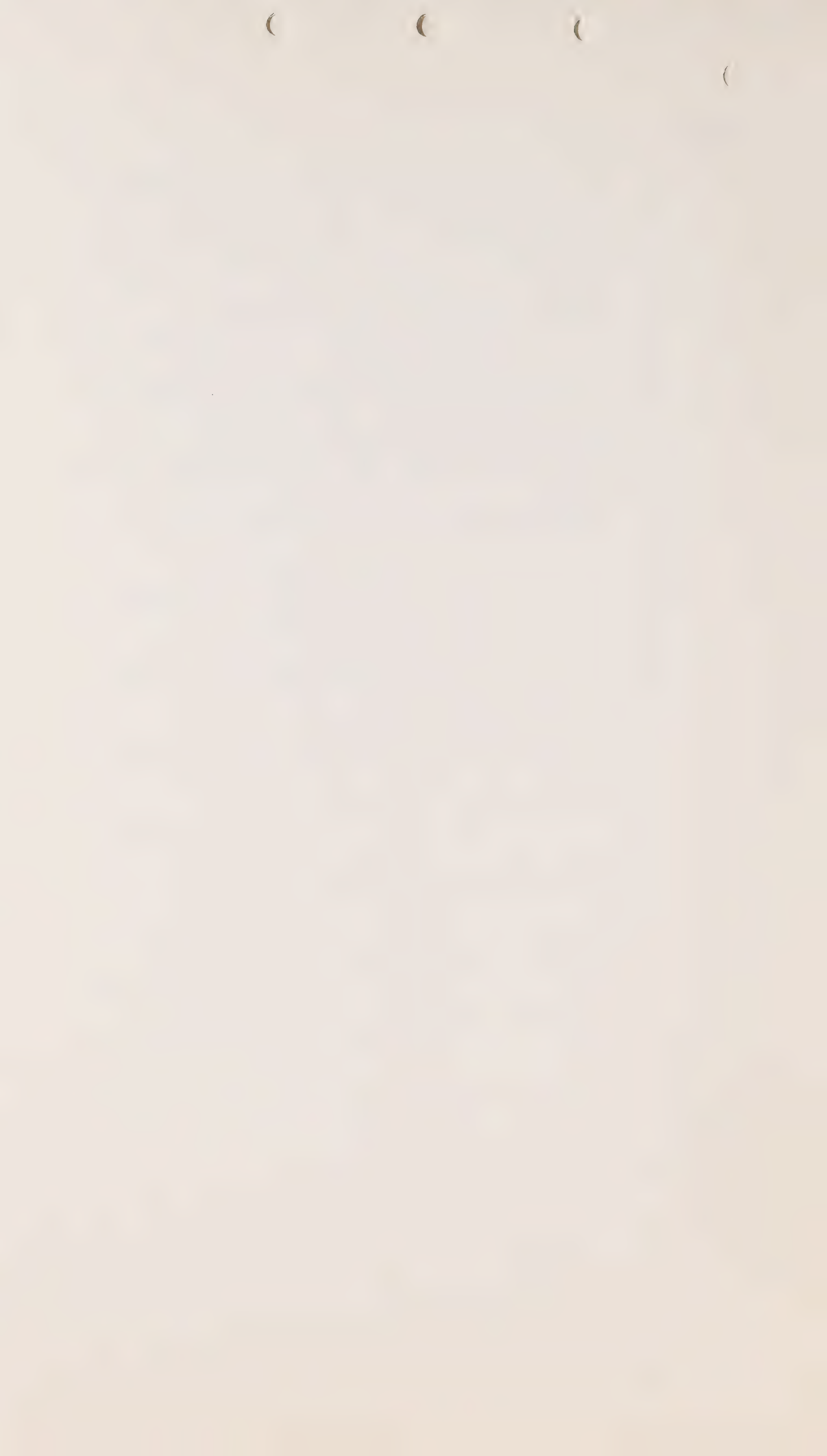




1 time-consuming. That is where I see the conflict.  
2 The encouragement -- I think we are in Eutopia in  
3 that respect. The way to get it done, you know,  
4 presents us with a number of problems.

5 PROFESSOR LANG: I wonder if you could  
6 go on and tell us about implementing. Once you  
7 get it, how do you move those teachers in the  
8 classroom to change from the old way, when you have  
9 something, that is discouraging too, Don, isn't it  
10 sometimes?

11 MR. COOPER: Sometimes. This again is  
12 an area where primarily elementary schools, from  
13 what I see, in most elementary school teachers  
14 have shied away from sciences, and probably maybe  
15 they have one science in high school, and maybe one  
16 in university, but primarily background is within  
17 the arts, and we find it the only way with which  
18 we may have any success in getting materials in  
19 the hands of children, is to first of all get  
20 material in the hands of teachers and run  
21 workshops, through which we spend a great of time  
22 doing. Again, it is time consuming. We find a  
23 teacher that has already taught all day, and we  
24 ask him to come to a night session -- I think you  
25 are all aware of the fact there is a decrease in  
26 efficiency. We have been running many of our  
27 workshops on school time and (a) we met success  
28 I think partly because of the efficiency involved,  
29 and partly because teachers realize the boards are  
30 very interested in what they are doing and want







1 to give them some time to improve themselves  
2 professionally and as a result improve the quality  
3 of teaching to the children, but that is costly --  
4 boy, it is costly.

5 PROFESSOR WOLFE: Your program, Don,  
6 is developed by a group of teachers who are not  
7 teaching; is that right? They would have some  
8 time to prepare this material; is that correct?

9 MR. COOPER: No. That is why the year  
10 and a half, and I end up being a fellow with the  
11 whip, because I have to go chasing these fellows  
12 and saying, you agreed to do some writing for us,  
13 we know you have a lot of things to do, and if I ask  
14 you once again, will you move that writing bit  
15 slightly higher on your priorities, so you will  
16 have something back to me in a very short period  
17 of time, and then I can give it to an editor  
18 and try it in the classroom.

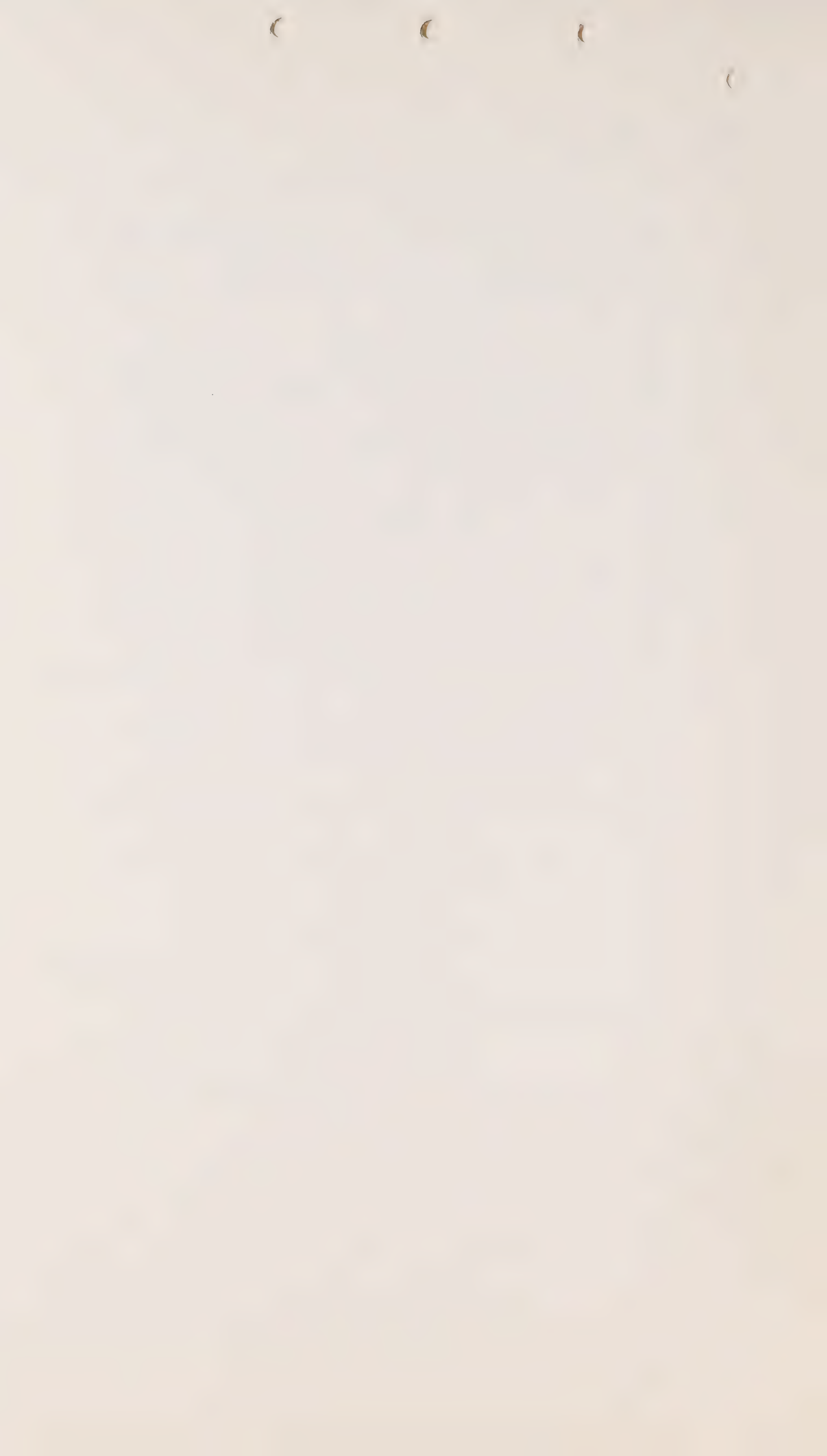
19 It is a very slow process.

20 THE CHAIRMAN: I would gather you welcome  
21 the opportunity to be creative?

22 MR. COOPER: And I have listened to  
23 people in other provinces and in the States and  
24 Great Britain, think -- you know the thing has  
25 been created -- it is extremely healthy. As I  
26 said before, the mechanics of making the thing  
27 work are presenting the difficulties right now.

28 THE CHAIRMAN: That did not come through  
29 in your brief, gentlemen. I assume ---

30 MR. COOPER: The brief was on cost and





1 this document has just come out in the last few  
2 months, OTF, in a sense, in the curriculum  
3 development, we are dealing with, up to now, with  
4 making an educated guess about the nature of that/<sup>document.</sup>

5 MR. RONSON: If what you are saying  
6 is correct in the elementary schools, because of  
7 the teacher's preferences/<sup>our</sup> children may not get  
8 much science, and in the secondary schools because  
9 of the wide latitude in curriculum, maybe getting  
10 no science at all, other than perhaps industrial  
11 arts, which happens to go in that category or  
12 some other area, are we then producing a group of  
13 children who become adults, who have very little  
14 understanding of the means of science and therefore  
15 are we causing difficulties when they come to vote  
16 and do other things that they have to do -- that  
17 has so much to do with science from time to time?

18 MR. COOPER: Yes, I think one of the  
19 important things we should be doing is not producing  
20 a generation of scientists, but at least producing  
21 some scientific literacy of what is going on in  
22 this space age, very technicological type of world.

23 PROFESSOR LANG: This is why we noted  
24 95 per cent of people who responded felt that science  
25 ought to be compulsory at least to Grade X. Some  
26 of them said to Grade XII. They don't like the  
27 freedom of the credit system, that says, okay, go  
28 and choose your courses anywhere. They think that  
29 science certainly is important in understanding  
30 today's world.





1 MR. ARSENAULT: I have a question.  
2 I think the average size of the science class would  
3 appear from the questionnaire, at both elementary  
4 and secondary level, reports the same number of  
5 pupils, 26 to 30. This surprised me a bit. I thought  
6 the secondary level would have a lower number of  
7 students.

8 What figure would you use as an ideal  
9 pupil-teacher ratio?

10 PROFESSOR WOLFE: In answer to your  
11 question, the National Science Teachers Association  
12 in the States did a detailed study, and come up  
13 with a book that outlined ideal conditions in  
14 the secondary classroom, science classroom, and  
15 they quoted twenty-four. They felt that twenty-four  
16 in a science lab was the ideal size.

17 MR. ARSENAULT: Elementary level --  
18 would that be different?

19 MR. COOPER: This document was not for  
20 that. I think -- my guess would be about twenty-  
21 five.

22 THE CHAIRMAN: Any other questions?

23 MR. COOPER: I would like to mention one  
24 thing, Mr. Chairman, that has not been raised, and  
25 was not asked in the questionnaire, but it is  
26 relevant. Up until about five, seven, eight years  
27 ago, the elementary schools -- there was very  
28 very little curriculum material available, and  
29 what was available was in the form of textbooks.  
30 Since that time, as I am sure you are very much







1 aware, since '57, primarily, I guess, and  
2 Sputnik, there has been an explosion of resource  
3 material, probably affecting the elementary schools  
4 more than the secondary, when one compares the  
5 cost then and cost now, and I can think, to stay  
6 away from my own project -- one American project  
7 which has produced, both in terms of hardware  
8 and written materials, it is just superb, and  
9 the reasons for suggesting that there might be a  
10 cost increase, if it is going from nothing to one --  
11 there was hardly anything before. Most of the science  
12 that was taught was either historical or it was  
13 along the natural history side, and anything that  
14 lends itself to the field of chemistry or  
15 experimental was minimal involving at best.  
16 Now, the amount of research that has been done,  
17 has been said, as I said before, is bound to affect  
18 a good relationship between the past and now.

19 PROFESSOR WOLFE: It is interesting to  
20 note there was a vacuum in the middle there --  
21 seven, eight ,nine, ten and eleven, where materials  
22 were produced for the upper levels and materials  
23 produced for the elementary school levels, but there  
24 was that vacuum and this is where the report  
25 deals with this, that vacuum area, so we are just  
26 starting to get some materials coming in.

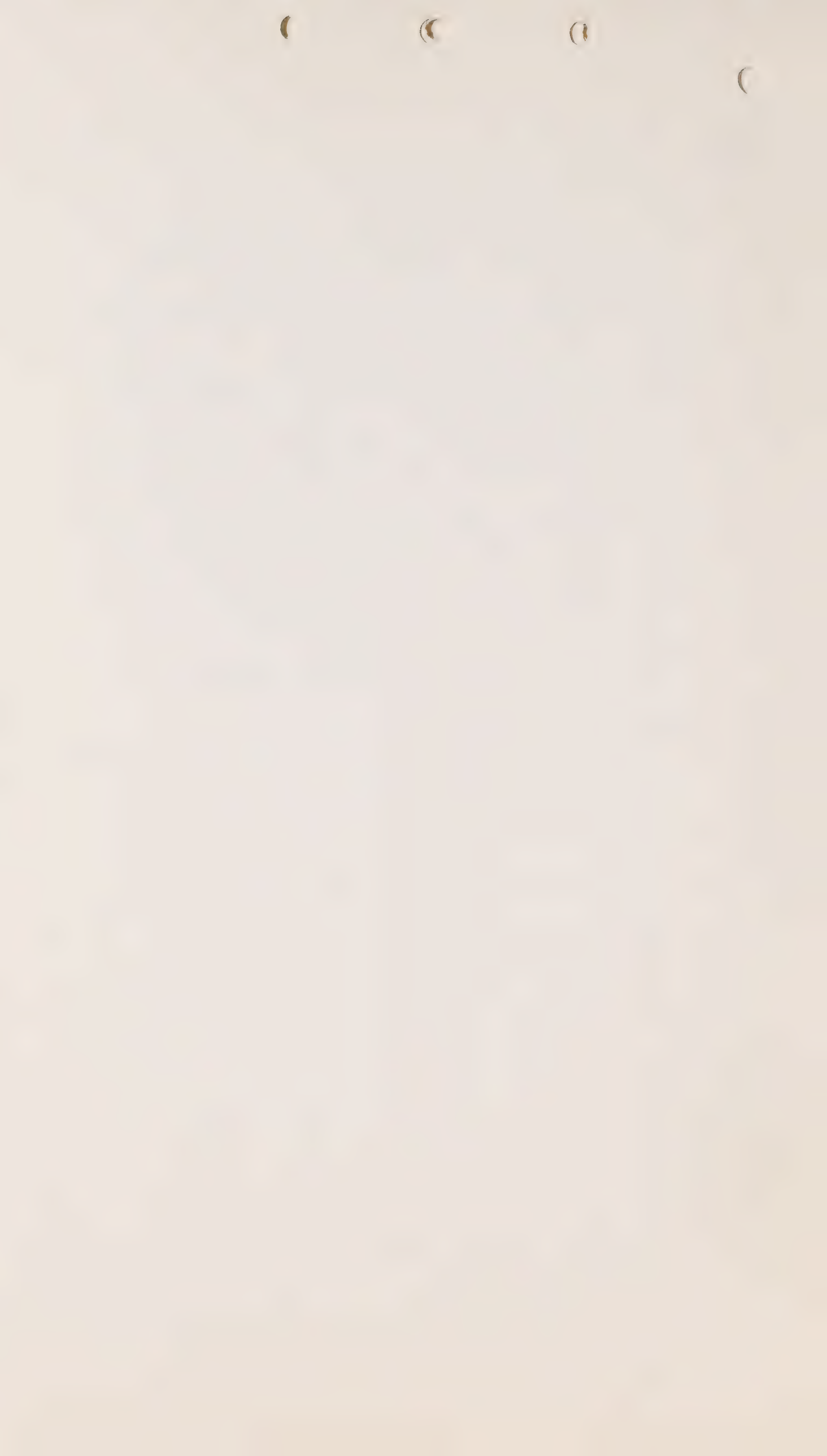
27 THE CHAIRMAN: Gentlemen, at the top  
28 of page 14, of your brief, there is a statement  
29 there, some excerpts you made from some of the  
30 replies that you have. Do you agree with that





1 | statement?

2 | PROFESSOR LANG: Well we gave you all  
3 | the statements verbatim, so you could see what  
4 | teachers were thinking. I do not know the figures  
5 | of what the administration costs, I cannot back up  
6 | the facts behind that statement. I think these  
7 | figures are generally not divulged, the newspaper  
8 | often will say -- look it costs so much to pay the  
9 | teachers -- and this is where the costs are rising,  
10 | rising, rising, -- teachers are getting so much  
11 | money, but they never tell us how much it costs  
12 | to administer a system, and I don't know that,  
13 | but this teacher is obviously speaking from a  
14 | feeling -- probably she is one who lost some  
15 | classroom space when the library was built up bigger,  
16 | or she has seen some lavish board offices and  
17 | these things do indicate waste. Maybe not the  
18 | building of a resource centre, because this is  
19 | one of the new modes of education but well -- but the  
20 | luxurious board offices -- if you saw them ---  
21 | certainly I think and I do not know whether the  
22 | newspapers have only picked on the cost of education  
23 | but I think the government ought to be looking at  
24 | costs in all directions and not just education.  
25 | Is the Highways Department asked to cut back as  
26 | much as the education department is -- I do not  
27 | know -- because the papers don't tell me that, but  
28 | are we just picking on education as the thing  
29 | we can easily trim because all we needed is a  
30 | teacher and a student -- on a log back in





1 philosophers times, and maybe that is all we need  
2 again.

3 THE CHAIRMAN: This is where we should be  
4 careful, -- people who are in the field of education.  
5 The Government has not said cut back, they are putting  
6 more money into the field of education and when  
7 teachers say cut back, parents think well this  
8 means we are reducing the amount of money we have  
9 allocated for education. This is not the case.

10 DR. PHILLIPS: I think in fairness to  
11 that, I would like to add, Mr. Chairman, that the  
12 response required from the individual or group  
13 frequently to a decrease in the rate of an increase  
14 is very much the same as the response to the decrease  
15 itself, to an absolute decrease -- I would just  
16 like to point that out.

17 PROFESSOR LANG: There is the point of  
18 course that costs have continued to climb in all  
19 directions, so the purchasing power is cut back  
20 even in just holding things steady.

21 THE CHAIRMAN: One of the problems today  
22 is that the public seem to be terribly misinformed  
23 of the facts in the field of education about costs  
24 particularly, and we, in the field of education  
25 have perhaps a greater responsibility to be more  
26 factual than the actual cost within the average  
27 school budget, that we -- setting about two-thirds  
28 -- 7 per cent -- spent on salaries ---

29 I know of no case where the administration  
30







1 -- salaries for board members would come  
2 anything near half, but this is information that will  
3 come out of this report, hopefully that will help.

4 Any more questions?

5 Gentlemen, thank you for being here today.  
6 We tried to stimulate a good exciting discussion  
7 because we need this feedback, and we certainly  
8 appreciate your candid reports you have handed in.  
9 It has been most helpful. Thank you very much,  
10 gentlemen, for being with us.

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---Luncheon adjournment.

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1 ----Upon resuming at 2:00 p.m.

2 Organizations & Groups Brief #15

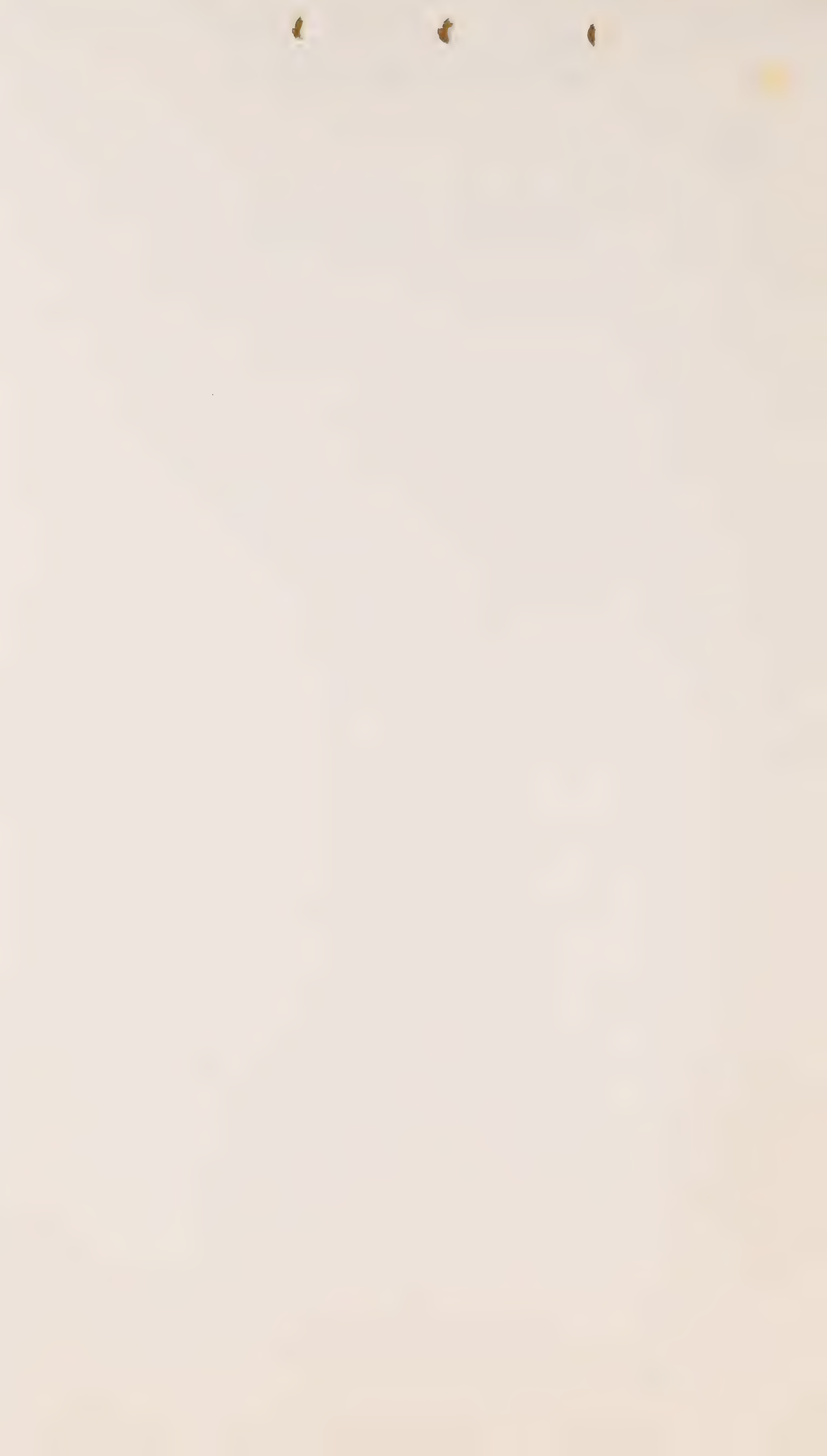
3 THE HEADS OF GUIDANCE FOR SECONDARY SCHOOLS OF  
4 THE BOARD OF EDUCATION FOR THE CITY OF TORONTO.

5  
6 THE CHAIRMAN: Mr.Griffin, we have all  
7 read your brief and I wonder if you would start off  
8 by introducing the delegates with you, and if you  
9 would like to say anything in addition to your brief,  
10 please do so, and then we have a few questions we  
11 would like to ask.

12 MR. GRIFFIN: Thank you, Mr.Chairman.  
13 There are a few things that we felt we would like to  
14 add to the brief, mainly on the basis of some  
15 questions that Dr. McCarthy posed to us.

16 First of all, for introductions, if I  
17 could move simply from left to right. At the end is  
18 Will Giffen, head of guidance at Danforth Technical  
19 School in Toronto. Bill Gowland, head of guidance  
20 at Malvern Collegiate, Mattie Clark who is the  
21 head of guidance at Monarch Park, in Toronto,  
22 secondary school. David Cleneus who is the director  
23 of guidance and counselling service for the City of  
24 Toronto. Stan Hendra who is the head of guidance  
25 at Northern Secondary School, city of Toronto, and  
26 is also chairman of the Heads' Association of the  
27 city of Toronto Secondary Schools.

28 The group, Mr.Chairman, before you today  
29 is large, but it is hoped that we can clarify  
30 any questions that you may have about the content of





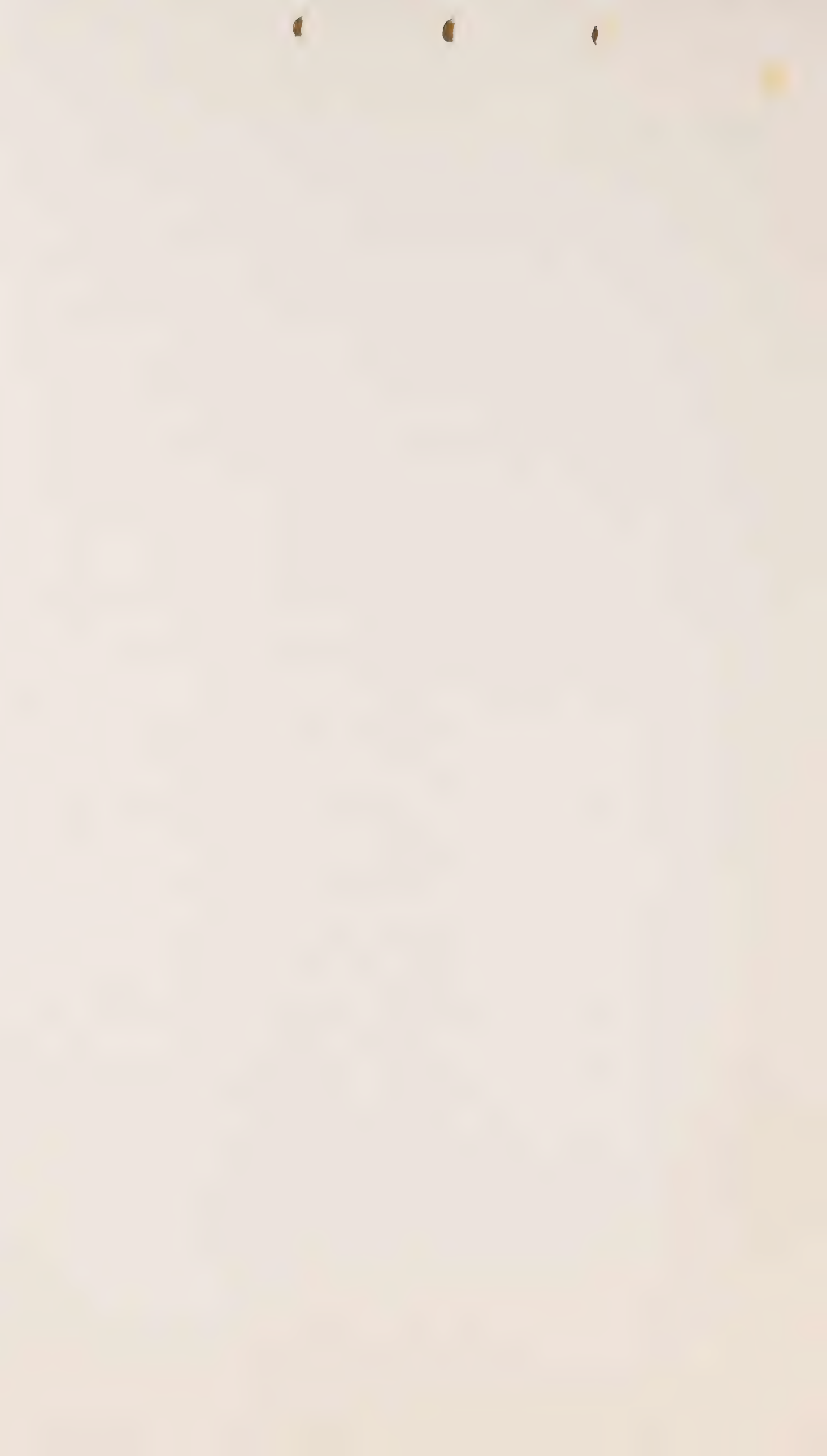


1 our brief. We represent the 27 teachers who are  
2 responsible for the guidance programs in each of  
3 Toronto's secondary schools, through these 27 people  
4 we are able to speak about the guidance and counselling  
5 needs of more than thirty-five thousand secondary  
6 school students in Toronto. We were all classroom  
7 teachers, before making the move to the guidance  
8 program and we could all just as easily return to  
9 the classroom if guidance services were reduced or  
10 eliminated. However, we honestly believe that  
11 guidance and counselling is an integral and essential  
12 component of each school program, and should be  
13 available for all students.

14 I would like to refer the committee to  
15 two additional documents we have distributed this  
16 afternoon. First is the Secondary School Counsellor  
17 prepared by the Toronto Heads of Guidance, and secondly  
18 The Role of the Counsellor, prepared by the Ontario  
19 School Counsellors Association. We subscribe to  
20 both these statements, and feel that they fairly  
21 represent our reasons for supporting the guidance  
22 program in Toronto secondary schools.

23 The Toronto Guidance Heads meet about  
24 once a month to share ideas and to discuss problems  
25 of mutual concern. As a group we are not responsible  
26 for setting policy, interpreting regulations or  
27 for making recommendations to the Board, the  
28 administration or principals.

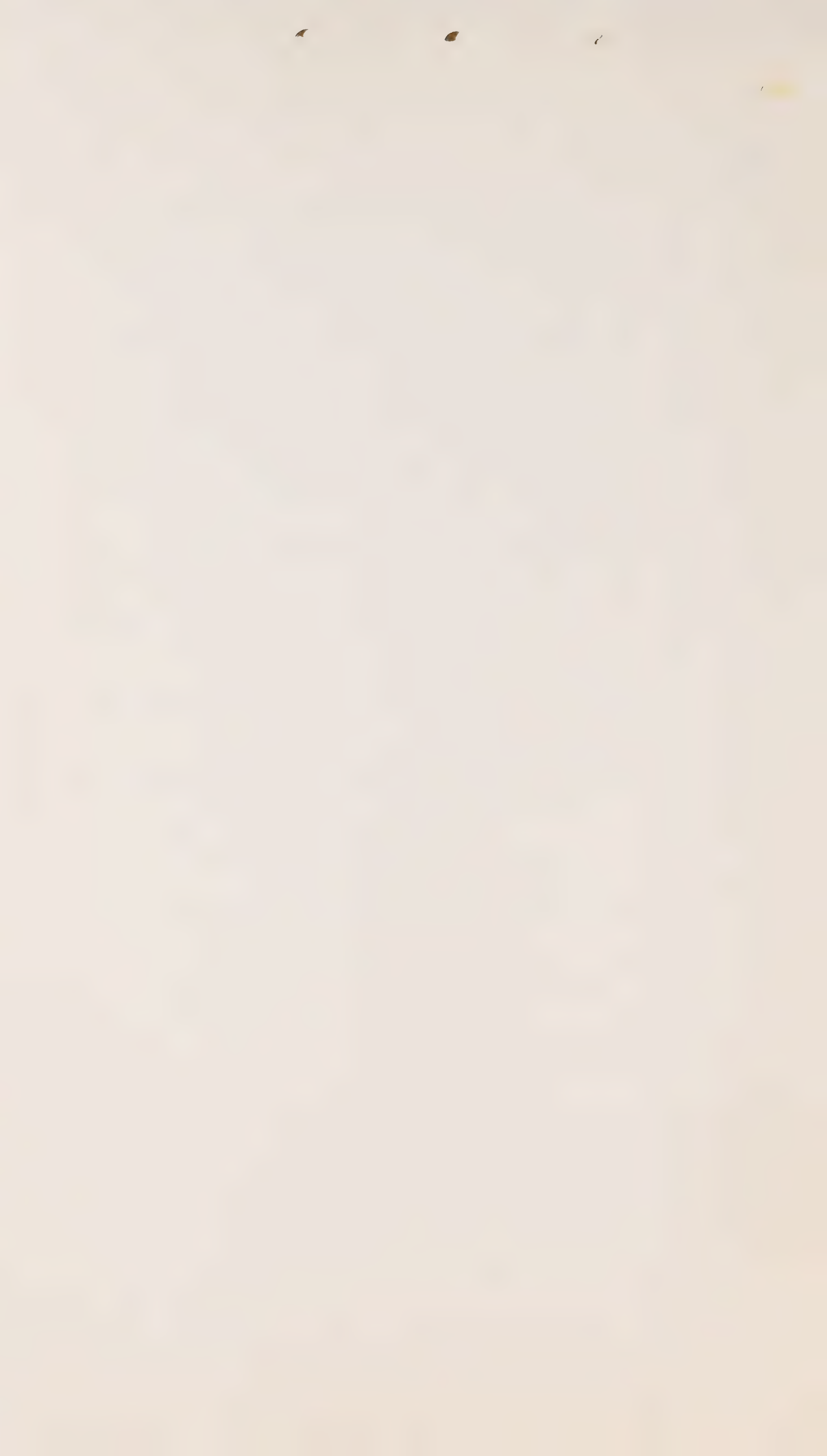
29 From time to time we do pass resolutions  
30 that occasionally result in a change of policy.





1 In preparing a brief for this committee we are not  
2 being critical of our principals, our administrators  
3 our board trustees, or the Ministry of Education.  
4 We thought that the committee on Cost of Education  
5 with its rather broad terms of reference should  
6 have a submission from the school counsellors,  
7 and this is why we prepared the brief and why we are  
8 here today. We feel that our brief outlines some  
9 of the major aspects of our guidance programs,  
10 and why they exist. There can be little doubt that  
11 the programs are to serve students. We have pointed  
12 to the very real difficulties encountered in  
13 formulating behavioural objectives before guidance  
14 programs can be adequately assessed. As we said,  
15 "no satisfactory measure has yet been established".

16 Though we clearly recognize the need  
17 for guidance to be entirely accountable, some of  
18 the studies that are presently nearing completion  
19 will provide partial answers. The study being  
20 carried out by the Ministry of Education in  
21 several Ontario secondary schools on co-operative  
22 assessment of guidance services which we have been  
23 led to believe includes questionnaires for students,  
24 staff, parents and administrators -- the study in  
25 Peel County has asked parents and students and  
26 teachers about separate ancillary services including  
27 guidance, and the study in the Borough of York,  
28 which is attempting to establish objectives for the  
29 parts of elementary guidance programs. To studies  
30 such as these the public and the school boards may





1 well be able to assess needs and to set priorities.  
2 But we still feel that strong provincial leadership  
3 will continue to be required in the foreseeable future.  
4 As the process of evaluation continues, we feel  
5 that within the brief we have outlined how the  
6 limitations on education spending could affect  
7 guidance, and we have made some suggestions for  
8 short ranges and long ranges, to how a disproportionate  
9 effect on guidance might be minimized. Because a  
10 whole lot of questions were undecided at the time  
11 that our brief was prepared, we are not able to  
12 include the specific effects -- in fact we were  
13 gratified that the pressure has recently been reduced.  
14 However, looking to next year, that is the 1973-74  
15 school year, we are very apprehensive that the  
16 pupil-teacher ratio and counsellor-student ratio  
17 will not be able to be maintained.

18 From here, the remarks I have prepared  
19 for you and you might wish to follow along with them,  
20 the Committee must be aware that the teachers do  
21 not have access to all the complex budget procedures.  
22 However we certainly feel the results of the budget  
23 problems and we think the following points will  
24 illustrate this.

25 We felt we would look at the average  
26 student-counsellor ratio in Toronto secondary schools  
27 for 1969-70 and for the following two years.  
28 This is all secondary schools in the city of Toronto.  
29 It appears that before the ceilings -- I apologize  
30 for the spelling here -- 1970-71, the student-







1 counsellor ratio was reduced substantially toward  
2 a more realistic level. In the first year that  
3 the ceilings were imposed 1971-1972, the figure was  
4 not reduced further and in fact appears to have  
5 risen slightly. The fact that Toronto Secondary  
6 Schools did not reach predicted enrollment figures  
7 makes the 1971-1972 ratio look even better than it  
8 would have, if full enrollment had been achieved.

9 Looking at the high and low student-  
10 counsellor ratios -- in 1969-1970 there were schools  
11 with student-teacher ratio -- there were six schools  
12 with student-teacher ratio of under 300 to one,  
13 eight the following year and eight this year.

14 Over four hundred -- that is between four  
15 hundred and five hundred, there were six, five and  
16 five, and over five hundred, four, three and three.

17 It appears that before the ceilings 1970-71  
18 two schools with ratios over 400 to one had their  
19 ratio reduced while two other schools had their ratios  
20 lowered to the under 300 to one range. The six and  
21 the four in the first two columns at the top line,  
22 add to ten, immediately underneath they add to eight.  
23 It appears there was a reduction in the heavy or  
24 the high student-counsellor ratio.

25 It is true that the student-counsellor  
26 ratio for individual schools fluctuates annually  
27 mainly due to changing enrollment and changing  
28 staff utilization. There should, however, be a degree  
29 of stability for the whole city due to the number  
30 of students involved and thus any change in the overall





1 figures would appear to be significant.

2 Range of student-counsellor ratios.

3 Each year for the past three years the Student-  
4 Counsellor ratio has ranged from approximately  
5 200 to one, to 550 to one. Obviously each school  
6 has the prerogative to establish priorities and  
7 assign staff. Without some clear external  
8 guidelines for establishing a student-counsellor  
9 ratio, based on established criteria, it is difficult  
10 to determine the student counselling need in each  
11 school. However, we believe that these student needs  
12 cannot be adequately met with ratios higher than  
13 250 to one.

14 Staffing -- Budget limitations have forced  
15 some schools to have more part-time teachers and  
16 unqualified teachers, in the Guidance programme, ...  
17 acting supposedly as counsellors. At one extreme is a  
18 school with eight part-time Guidance teachers,  
19 (certainly not counsellors) with a total equivalent  
20 time of 1.2 full time counsellors and none of  
21 them have any qualifications in guidance.

22 Programme -- in 1971-1972 there have been  
23 few staff reductions but in one school the squeeze  
24 has produced the following effects on the programme  
25 when the counselling time was cut by one full time  
26 counsellor (a 25 per cent reduction).

27 -interviews to check progress, to  
28 develop future plans and to provide orientation to the  
29 school and guidance programme have been reduced by  
30 about 50 per cent.





1                   That is what we have often called routine  
2                   interviews, where we call a student down, that kind  
3                   of review, I am getting at there. We sort of provided  
4                   a check-up service.

5                   - follow-up interviews have been reduced  
6                   by about 50 per cent.

7                   - requests for interviews have backed-up  
8                   as much as two months.

9                   - counselling effectiveness has been  
10                  reduced as time pressures build with the backed-up  
11                  requests.

12                  - the increased responsibilities that  
13                  students have had to assume have resulted in poor  
14                  student decisions.

15                  - contacts with parents have reduced by about  
16                  twenty-five per cent.

17                  - contact with community resources have  
18                  been reduced.

19                  How low can the student-counsellor ratio go?

20                  It would be foolish to think that increasing  
21                  a guidance staff without limit would continue to  
22                  improve the service to the students. What the most  
23                  satisfactory ratio is depends on several factors  
24                  but we believe that a ratio over 300 to one is  
25                  usually not effective and that a ratio under 200 to  
26                  one probably cannot be economically justified.

27                  Everybody should be a counsellor?

28                  There are many respected experts in  
29                  mental health who share the belief that one of the  
30                  problems in school groups, as with many other groups,







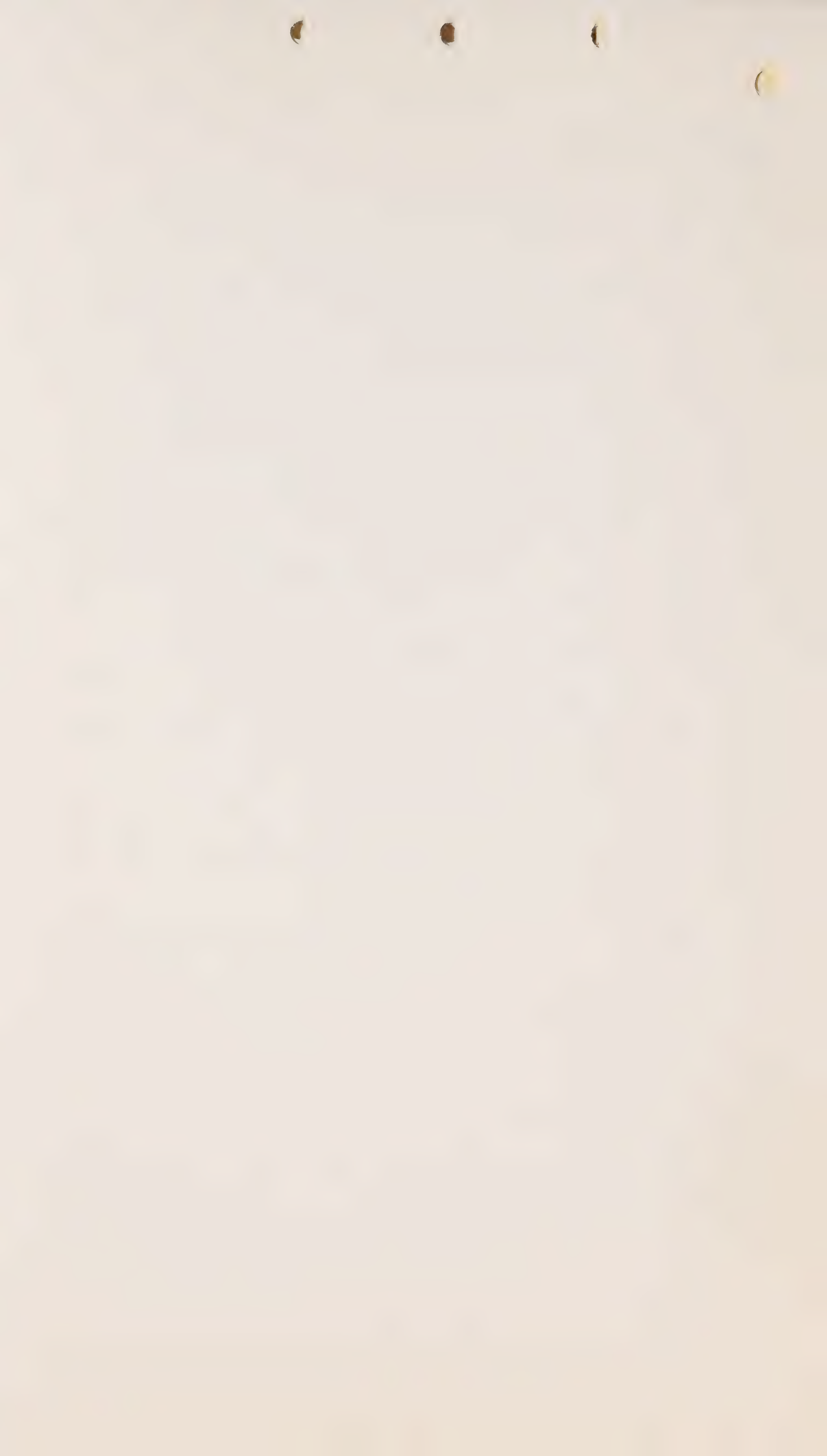
1 is poor human relations. It is stated that we  
2 don't really listen to other people, that we don't  
3 really care about other people and that we don't  
4 attempt to really understand other people's feelings.  
5 School counsellors agree that the total/school  
6 community should be working towards improved human  
7 relations. To this end teachers and students  
8 obviously share the greatest burden of responsibility.  
9 The role of counsellor may well be to act as a catalyst.

10           There have been suggestions that counsellors  
11 are not necessary -- that this catalyst is not  
12 essential. We believe that there is no evidence  
13 to support this claim. We have found that teachers  
14 spend so much time teaching and doing remedial work  
15 with students that to add other responsibilities  
16 is not really possible. We also believe that,  
17 as in business, education has become so complex  
18 that specialists are required.

19           Teachers are included in the Guidance  
20 programme as much as possible. They provide very  
21 important assistance in such areas as course selection,  
22 career planning, study skills and learning  
23 difficulties.

24           To this point in time there is no evidence  
25 that involving other persons in the guidance programme  
26 has any effect on reducing educational costs by  
27 reducing the need for counsellors.

28           Mr. Chairman, that is the additional  
29 comments we would like to make to our brief and we  
30 are prepared to attempt to answer any questions that



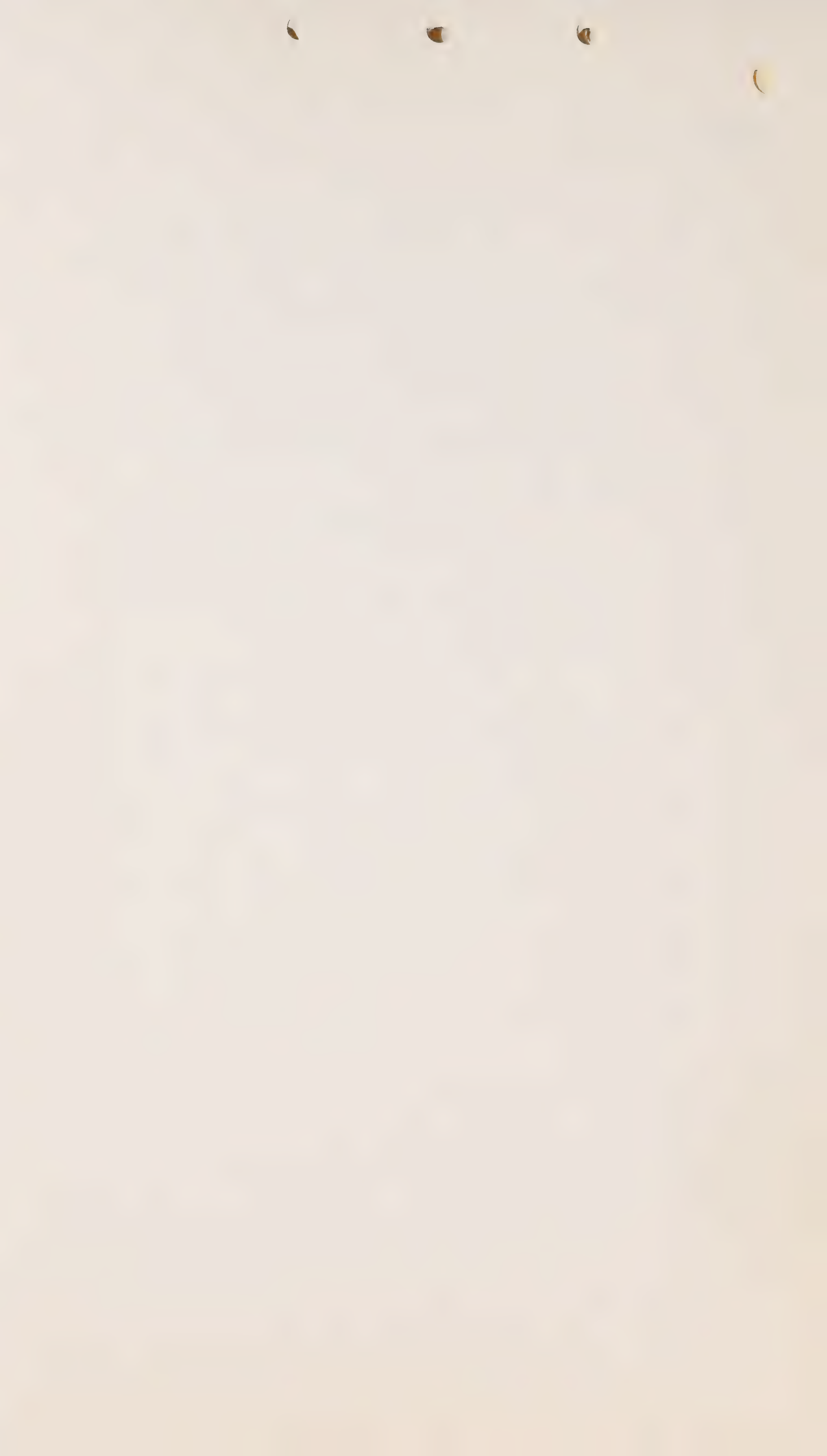


1 you or the committee may have.

2 THE CHAIRMAN: I wanted to ask the  
3 committee about the statement on page one, where you  
4 say "Although Guidance is accepted as a  
5 necessary support service in secondary schools, it  
6 sometimes appears to be more vulnerable to cuts  
7 caused by limitations in education spending, than are some  
8 other school programmes."

9 Can you elaborate on this and tell us  
10 why it appears to be more vulnerable and why are  
11 people making these decisions in the guidance area  
12 rather than in other areas?

13 MR. GIFFEN: I would be happy to comment.  
14 The main area is in the classroom area, because that  
15 is our primary concern -- in a time of budget cuts  
16 you tend to look, or the administration of the system  
17 and the trustees and the department which is reflecting  
18 public opinion, would tend to look at the areas  
19 which would interfere least with classroom teaching,  
20 and this would include library services and specialized  
21 support services, such as we provide in the guidance  
22 area. Consequently if we are going to keep the  
23 number of students in the classroom to a manageable  
24 size, perhaps <sup>if</sup> we are going to save money at the same  
25 time, we should cut, not the classroom area but the  
26 non-classroom area. The point that we are trying  
27 to make here is that if you do that, and at the  
28 expense of the guidance services, in effect the  
29 whole system, students, primarily, but the whole  
30 system suffers, and whereas it may appear as a short





1 term benefit to save money, in the long term effects  
2 are, we think, very dangerous.

3 MR. RONSON: The contrary part of that  
4 is I think you are also saying on page 2, there is  
5 a demand for more guidance. If the funds were  
6 available or time were available to you people,  
7 would you -- what kind of guidance would you ask for  
8 and what more guidance do you think there has to be,  
9 and what is better guidance. In other words, could  
10 you elaborate on your concept of more and better  
11 guidance? What needs to be done that is not being  
12 done now?

13 MISS CLARK: I am very simplicity minded,  
14 and I think merely that if you had more money and  
15 therefore more staff, essentially, you would be  
16 able to see more of the students that you would like  
17 to see more often -- where simply through lack of  
18 time you leave their problems semi-determined or  
19 if they are reasonably functioning in their own  
20 choices of programmes, and so on, you leave them  
21 alone completely, and subsequently perhaps find out  
22 that they did indeed make a wrong choice through  
23 failing to understand the situation. My thinking  
24 would be, to a great extent, we would really try to  
25 fill out our role instead of following the dilemma  
26 as we possibly do.

27 MR. RONSON: In other words, what you  
28 are saying is generally the students are referred  
29 to you, and what you would prefer and what you  
30 would take more time, is you would have each student









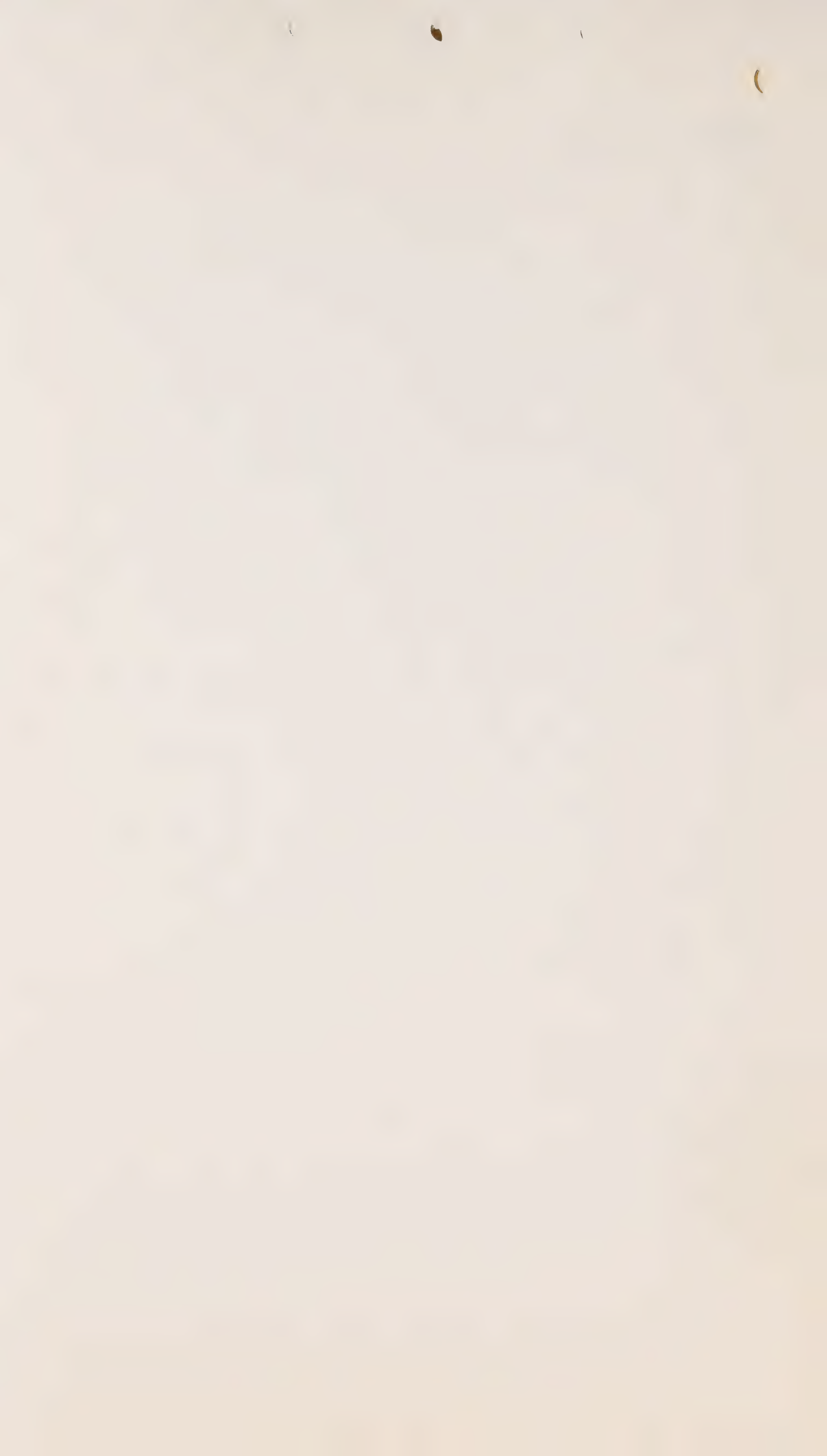
1      come down to see you, is that it?

2                      MISS CLARK: Well, in many schools they  
3      are not referred to nearly as great an extent as they  
4      refer themselves, but you would then see the student  
5      tomorrow, rather than two weeks hence, in some cases,  
6      or you would say to him come back and tell me  
7      how it worked out instead of saying, well now you  
8      have got a plan to work on, your turn is finished.

9                      MR. MEYERS: Could I make a comment on  
10     this. I think there are different aspects involved  
11     in the guidance operation. One thing the counsellors  
12     are involved in is <sup>the</sup> remedial aspect. Perhaps it would  
13     make more sense in the long range, to put emphasis  
14     on a developmental aspect -- I think when conditions  
15     become under -- well, we will get under stress, that  
16     people tend to become crisis oriented and sort of go  
17     from one problem area to another, and really we  
18     don't believe that this is the most effective -- it  
19     is better to build developmental programs and avoid  
20     problems for young people before they come up.

21                     MR. EVANS: My name is E. Evans, and I am  
22     the head of Guidance at Central Commerce, and I  
23     decided to come today.

24                     One of the things that has disturbed me  
25     this year, I come from a school with 2400 kids; we  
26     have the equivalent of five full-time counsellors.  
27     We are doing what I call crisis counselling. Once a  
28     girl is pregnant, then the problem comes to our  
29     attention, not when all of a sudden she shows  
30     dissatisfaction by her dropping marks, general falling





1 off of interest in school, leading possibly to  
2 delinquent actions and this is the thing that hurts.  
3 The thing has already happened, and we have to pick  
4 up the pieces and instead of being available in time  
5 when people are interested in trying to catch that  
6 before it happens, Our school is 85 per cent new  
7 Canadians. There is a tremendous generation gap,  
8 also a language gap. The kids come to us and say  
9 look, I can't talk to my father because when I try  
10 to talk to him in English, he says speak Italian,  
11 and if I speak Italian, he gets mad because my Italian  
12 is lousy, and so there is this friction too. The  
13 difficulty of getting time and people to go out  
14 and visit the homes or get the assistance from  
15 the department, our own department, where we  
16 should have the help.

17 One of the tremendous things that we  
18 have now to do and takes an awful lot of time, is  
19 an advance in many ways in education, is this  
20 individual programming. In individual programming  
21 you quadruple the amount of time necessary to counsel  
22 kids in the selection of courses, and the thing, just  
23 today, I discovered a young lady in Grade XIII, who  
24 because there wasn't counselling time available  
25 last year, didn't pick a full grade XIII program. She  
26 took a Grade XII subject, which she need not have  
27 taken, and now it is going to cost her one full year  
28 to get to University because no one was around to  
29 say, 'Look Honey, if you do that, this is what is  
30 going to happen,' and this is the sort of thing





1 that really does bother us.

2 I assist them with their time-tabling,  
3 and I have six full time counsellors. We have five  
4 full time counsellors -- we spend over a month just  
5 checking options. In the meantime, any other personal  
6 crisis that has come up in a youngster's life is  
7 put on the back of the stove, when someone snatches  
8 an hour and stays after school, or the kid just  
9 gives up.

10 To come here this afternoon, I had to  
11 leave a youngster in a classroom and say, 'Look, Cindy,  
12 I will have to see you tomorrow morning -- I am sorry,  
13 but this is important too', and we are strictly --  
14 I feel under crisis counselling, instead of remedial  
15 diagnostic counselling, and for the first time in  
16 many years I have not been able to say every kid in  
17 our school has been seen by a counsellor, which I think  
18 is every kid's right, and I just haven't had that  
19 time.

20 MR. GOWLAND: One further thing too. In  
21 the case of the one girl you mentioned, not only does  
22 that cost the girl an extra year, but of course it  
23 also costs the taxpayer to keep this girl in school.  
24 So it makes sense to help these kids make sure that  
25 what they are taking, as far as courses are concerned  
26 is truly in their best interests. It makes sense  
27 from the point of view of the taxpayer, as well as  
28 from the point of view of the student.

29 MR. GRIFFIN: I am not sure we didn't  
30 lose the point of the question, because if I understood







1 it correctly, what would we want to do if we could  
2 improve the ratio.

3 I think one thing we tried to indicate is  
4 that there are schools that have not found it possible  
5 to come anywhere near an acceptable ratio. In other  
6 words, they have not been able to provide the staff  
7 and we also try to show I think that we were moving  
8 in that direction, things were improving, and the  
9 effect of the ceilings seems to be, appears to be,  
10 to put a complete halt to that, and we have a very  
11 real fear that although we may be all right for  
12 this present school year, and it appears okay,  
13 we hope, for next year, the year after we are not  
14 hopeful. There are no signs that things are going  
15 to be improved, so it is the schools of the higher end  
16 we are in particular concerned about.

17 As we mentioned in the original brief, I  
18 think one of the areas, it was mentioned in that, by  
19 the other speakers, that the area of vocational  
20 counselling must be of concern to everybody.  
21 We really have not been able to come to grips with  
22 this problem, although we have tried.

23 THE CHAIRMAN: At the bottom of your  
24 submission, page one, how many full time specialists  
25 -- you say there is one less specialist in the  
26 system this year than last year. Is that how I  
27 interpret that statement? You say there have been  
28 two staff reductions?

29 MR. GRIFFIN: I didn't mean to imply  
30 that, sir, I pick on only one example which I was





1 familiar, firstly familiar where a staff reduction  
2 had occurred -- In fact I think I suggested that  
3 overall the staff reductions have not occurred.

4 THE CHAIRMAN: So the imposition of  
5 ceilings, there have been really no changes in the  
6 number of present counsellors?

7 MR. EVANS: We will be losing a full-time  
8 counsellor this year.

9 MR. GRIFFIN: We are -- we were not able  
10 to collect information. It is only just in these few  
11 days that the information was becoming available  
12 about next year's staffing, therefore we were  
13 limited to what has happened this year and throughout  
14 the system, the number of full time and the number  
15 of part-time people, the total number of people  
16 involved in guidance has not changed very much.

17 MISS CLARK: May I say something that  
18 appears to be applicable here, although it is not an  
19 answer to a question. I am sure you wonder why we  
20 appear to be sobbing on your shoulders, about our  
21 desperate state. Our real concern in this whole  
22 project was that while you are looking at education,  
23 this aspect of the service to the students should not  
24 be overlooked because nobody made clear to you  
25 its significance and the fact that it must become  
26 involved in school costs or die, and if it dies, it  
27 dies, but it is involved in school costs and since  
28 this is school costs, and we thought it possible  
29 no one else would understand this, clearly, to make it  
30 clear to you.





1                   MR. CLEMENS:     The point about reduction  
2     in staff. I think the point is that for the current  
3     school year that we are now in, we see only a slight  
4     reduction. That is, a slight reduction in number  
5     of guidance people or let us say in guidance service  
6     to every two students, that is there is evidence of  
7     a slight increase in counsellor-student ratio that  
8     you have in the figures here, but we really cannot  
9     say anything about next year, even though it is  
10    just as Peter says, within the last week we have  
11    been learning something about staffing in the schools  
12    for next year.

13                  We do know that in Toronto the decision  
14    has been taken to increase the pupil-teacher ratio  
15    for secondary school teachers and that apparently  
16    results in the reduction of number of teaching positions  
17    in Toronto secondary schools. Now, how many of those  
18    teaching positions might be guidance positions, we  
19    really do not know yet, but we suspect there will  
20    be some negative effect.

21                 MR. RONSON:    Do the Toronto schools  
22    have the same set up that some other systems have?  
23    I happen to have come from Halton County, where our  
24    principal and the staff together make these decisions,  
25    so that guidance would or would not be affected,  
26    depending upon the decision of the principal and his  
27    staff.

28                   Is this true in the Toronto schools too?

29                   MR. CLEMENS:   Yes, it is.

30                   MR. RONSON:    What you are partly saying







1 is that you have got to convince your fellow teachers  
2 that guidance is important too. Is this not so?

3 MR. CLEMENS: Yes, and your administration.  
4 As the brief points out, there is a very wide range  
5 in the ratios across the city. No doubt of that.

46 6 MR. RONSON: But that is the individual  
7 principal and his staff, that is his decision that  
8 has to be made?

9 MR. GIFFEN: That comes down -- yes it  
10 is an individual -- an individual school administration.

11 MR. GRIFFIN: I don't think we have a  
12 committee in the schools that I am familiar with  
13 that comes together and says, well it looks as if  
14 there is a greater increasing need of guidance,  
15 therefore we shall think about allotting more  
16 counselling time to guidance. We will have to steal  
17 from somewhere else. Now where will we take that  
18 time from? I think that the various department  
19 heads talk to the principal and make known their  
20 needs and the principal weighs these and discusses  
21 and there are a lot of back and forth, and that  
22 kind of decision comes about within the school.

23 If that is what you mean, it is not  
24 stipulated by the trustees or administrators that  
25 you cannot have more than or you must provide  
26 something at this time. There is some -- some of the  
27 newsletters from the Metro School Board, there is a  
28 suggestion implied in one of the newsletters this  
29 year, that they are investigating quite carefully  
30 the possibility of recommending a ratio and this





1 is something you may not know, in fact, the ratio  
2 at this time.

3 MR. KERR: Mr. Griffin, to what degree  
4 has individual programming increased the basic load  
5 of the guidance people?

6 MR. GRIFFIN: I think very substantially,  
7 Mr. Kerr. Mr. Evans suggested quadrupled. I think  
8 this is perhaps in answer to your question in part,  
9 in his school, it is an enlarged schools and one of  
10 the first schools to go on this kind of program.  
11 The more complex then, the more time it seems that  
12 counsellors must spend in helping kids to straighten  
13 out, clearly define what the options are that are  
14 open to that particular student, in terms of his  
15 needs and so on, not just the list of subjects  
16 that are available to him. The schools that  
17 are even more individualized, perhaps on a semester  
18 basis, we don't have any in Toronto that I am aware  
19 of, but in other areas, the problem is compounded  
20 even more. As to exactly how much, I don't  
21 think I can answer that.

22 MISS CLARK: We are just going on  
23 individual timetabling in our school, really, and the  
24 effect -- and I would say the time that we have  
25 spent through our counselling staff in finalizing  
26 student's choices would be about three times what  
27 we would have spent in the past on that particular  
28 activity. It is just because we have just gone  
29 through it, that I am able to make this comment.

30 MR. GOWLAND: What has happened is that





1 students are now free to make many decisions,  
2 to choose many things, and of course with the  
3 freedom to choose, goes the responsibility and some,  
4 very frequently, if they don't have some kind of  
5 consultation or some kind of guiding, they can  
6 make some pretty drastic mistakes. As I mentioned  
7 before, these mistakes are very costly. They are  
8 costly to the student's time and they are very  
9 costly, I feel, to the taxpayer. It adds tremendously  
10 to the demands of counsellors within a school.  
11 We seem to be the people in the best position to  
12 help the students with this selection.

13 MR. HENDRA: May I just add one more thing;  
14 in that connection if we have a given amount of time,  
15 and a given number of people, if one part of our  
16 program is increased, as you are suggesting, and  
17 we have been pointing out that it certainly has,  
18 this means that less time for other things, which  
19 many of us consider at least as important or from  
20 my own personal point of view, much more important  
21 than that kind of assistance in choice making.

22 So if we are going, with the same amount  
23 of time, add new responsibilities because of the  
24 Department's decision, along this line, we find  
25 the other very essential parts of our program are  
26 being cut down, and at a time when responsibilities  
27 are being added to, not to be able to expand our  
28 services so we can at least even continue with  
29 -- as we were doing before, is a very frustrating  
30 situation, and in the fact of budget cuts, where







1 we might be cut down in time even further, you are  
2 limiting the number of things you can do just by  
3 sheer physical necessity.

4 MR. KERR: To what extent do the guidance  
5 people feel that they are the early warning line  
6 with regard to trouble in the family that is  
7 affecting the student?

8 MR. EVANS: I think we should be sir,  
9 but I don't think we have time to be, and that is  
10 our problem. I think this is what bothers our  
11 conscience. One of the jobs we used to be able to  
12 do in a pre-individual timetable school, when  
13 you were promoted on the year basis and you came out  
14 of a regular term, you could look to the form teacher  
15 and the form teacher had the same students, more or  
16 less each day, and the subject teachers had the  
17 same students, then you could get a really good  
18 picture from a few teachers about the student, -- the  
19 few teachers that would come to you and say, this  
20 student has gone off, what has happened. You see  
21 that would be the warning. The warning usually  
22 comes from the classroom first. It is the teacher  
23 that tips us off, that Johnny is no longer performing  
24 in the classroom, and we try to pick it up from  
25 there. But in the individual timetable where a  
26 youngster comes in, and instead of having just  
27 eight teachers or his eight subjects, may have  
28 one home form, but have a completely different  
29 variety of teachers. The feed back is much slower,  
30 and the difficulty of getting the teachers together





1 to discuss one student is made more difficult and  
2 the whole idea of getting the first early warning  
3 time out to the student from the student, and the  
4 teachers, just seems to sort of evaporate.

5 Having come from a school where we were  
6 highly structured, into the school with the complete  
7 freedom of choice, the change and use of time is  
8 very dramatic and one of the things that I do find  
9 is, for instance, in grade XI, the youngsters have  
10 44 different possible choices, and if the load  
11 is too much one way or the other, they slam the  
12 door on Grade XIII and an academic way out, where they  
13 shunted themselves off to something or they are no  
14 longer able to take something they thought they  
15 would like to take, at the end of secondary school,  
16 and to be constantly on the alert for this, is  
17 almost an impossibility and to try and meet this  
18 we have tried to use the classroom teacher to bolster  
19 us, particularly at the end of the year -- and at the  
20 end of the year when we have to go through all  
21 the youngsters, twenty-four hundred timetables, to  
22 make sure if they failed something they repeat it,  
23 if it is a compulsory subject, or they have  
24 displayed their second choice option that we can  
25 put in, and we could phone the youngster and say,  
26 'Hey, what do you want to do -- you have failed this --'  
27 Give them a deadline to come back to school and  
28 let us know, and if they are away for a summer job  
29 then it is postponed to September and then they  
30 come back in September, they get into the wrong





1 courses, they come down, they spend another month  
2 with us then, reshuffling around, but the universities  
3 are finding the same thing too. September is now  
4 the shopping month there, and so September has now  
5 become the shopping month in the high schools, and  
6 one month of education is consequently lost and  
7 sometimes the kids will be so far on in term, they  
8 just haven't got a chance to pick up the subject,  
9 when he does eventually get pushed into the right  
10 slot. So we are -- if you could do something  
11 about it -- I know the computer is a tremendous  
12 help, but unfortunately it is a slave master too,  
13 and so we are up against struggling with machines  
14 sometimes.

15 MR. GRIFFIN: I am not sure that  
16 we have not digressed from your question a little  
17 bit. I think the intent was, you were asking whether  
18 we saw ourselves as the forefront of determining  
19 problems that kids have, and I think that every person  
20 in the school community has, in effect -- everybody  
21 would like to be more aware of our fellow man and  
22 the problems that may arise and I think it is our  
23 fervent hope that we can train -- the right word --  
24 help students notice changes in their fellow students  
25 and help teachers to notice changes in the students,  
26 and in this way help the student who may be  
27 headed for trouble.

28 MR. GOWLAND: I think too, we might say,  
29 Mr. Griffin, that if we ourselves are not -- don't see  
30 a change taking place in a student, we at least are









1 very highly tuned to hearing about this kind of  
2 change in behaviour and tend to be the people who  
3 look more deeply into it.

4 THE CHAIRMAN: In your brief, you  
5 mentioned the understaffing of guidance department --  
6 "The effect on counselling would be to return to  
7 the inadequate services of several years ago that were  
8 criticised (with good reason) by students, parents  
9 and staff alike."

10 At what period of time were you talking  
11 about and really what has happened since that, with  
12 this problem?

13 MR. HENDRA: You could almost say right  
14 now, because in effect our services are inadequate  
15 at the present time.

16 THE CHAIRMAN: What previous period were  
17 you referring to -- early 60's, late 50's, early 60's?

18 MR. GRIFFIN: I think so, Mr. Chairman.

19 MISS CLARK: When all those stories  
20 about the wrong information started that we can  
21 never, never live down, until their grandchildren come  
22 upon us.

23 THE CHAIRMAN: Also at that time, as a  
24 trustee, there was some evidence of people going into  
25 guidance, were being pushed in by principals, because  
26 they really didn't want them in the classroom  
27 teaching. Now I don't know how much of a problem  
28 that is today, in our schools. I am just curious  
29 because I have been away for about seven years.

30 MISS CLARK: I think that is about '54.





1 You are thinking of the late 40's, early 50's.

2 I think there is much, much, much less of that. I think  
3 there is so little of this ----

4 THE CHAIRMAN: I was in University then.

5 MISS CLARK: I beg your pardon. I beg  
6 your pardon. Never never introduce dates into any  
7 comment, but -- I was doing guidance in the 40's,  
8 I can think back that far, and there was a great deal  
9 of that. I think it has frittered away, because the  
10 job appeared at one time to be very glamorous, very  
11 easy, you talked only to one kid, it is simple, it is  
12 great, you are creating life, and then they found  
13 out it wasn't easy -- you didn't create anything,  
14 but, you know, frustration sometimes -- and I think  
15 that that petered out, although it may still  
16 sometimes occur, -- I don't think it does in Toronto  
17 at all. I don't think it does except in desperation.

18 THE CHAIRMAN: So that problem has been  
19 worked out of the system, in Toronto. How about  
20 provincial?

21 MISS CLARK: Provincial.

22 MR. HENDRA: I think people are too  
23 sanguine about this. I really think it still exists.  
24 I think throughout the province, perhaps even in the  
25 City of Toronto, we still have people that  
26 individually we are not that pleased about, but they  
27 have been doing it for some time and we are simply  
28 trying to improve them, eliminate the errors that  
29 they are making and give them inservice training  
30 programs that will make them more effective.





1 I think we would be all kidding ourselves and  
2 kidding you, if we thought we had only the best people  
3 in guidance. This is our aim. We are trying to do  
4 that, but from a realistic point of view we have to  
5 accept the fact that we still have people in  
6 guidance who are not doing the kind of job, the ideal  
7 kind of job we would like them to do.

8 THE CHAIRMAN: Of course, in fairness,  
9 during the shortage of teachers, there were a  
10 lot of problems built into the system, not just  
11 guidance.

12 MIS CLARK: That is right.

13 MR. GRIFFIN: I think concerning the  
14 guidance training -- it has improved substantially  
15 in the last ten years and the counsellors who make  
16 it through the training program, I think, are  
17 substantially better prepared for counselling than  
18 they were back then.

19 Unfortunately, as Stan has said, the  
20 problem is still with us and I don't know of any  
21 school which will have, as I understand, the full  
22 time counsellor, so-called, because the program  
23 that he is teaching full time this year is being  
24 phased out and this is sad. It hurts us, whether it  
25 be in Toronto or somewhere else in Ontario, it is  
26 going to be hard to justify guidance in that school  
27 with that kind of program.

47

28 MR. HENDRA: I think most of us here  
29 belong to a professional organization in guidance  
30 and counselling, which are attempting to remedy that







1 situation. Some of us here have taught Department of  
2 Education courses and university courses to guidance  
3 people, with exactly the same aim in mind, that is to  
4 constantly improve the calibre of the people we are  
5 getting in the job which will make the jobs of  
6 all of us easier.

7 MR.CLEMENS: If I may add just one  
8 comment on that. I have observed a marked increase  
9 in the number of people in guidance who were  
10 certified to do the guidance work and to compare  
11 this current year with just seven years ago, find  
12 that there were approximately 150 people in guidance  
13 in Toronto seven years ago, who had no training  
14 in guidance. This year there are 15 people in  
15 guidance who have no training for that work, but  
16 those fifteen as I remember it, equal about 2.7  
17 counsellors in the amount of time they are giving  
18 to guidance. In other words, most of these people  
19 are ones still fitting into the model that Mr. McEwan  
20 is talking about, essentially being assigned to  
21 counselling because there was nothing else for them  
22 to do for a number of periods, that had to be filled  
23 out.

24 But I would like to point out the trend  
25 has certainly developed in a positive direction.

26 The only thing I am concerned about is what will  
27 happen now that we seem to be brought to a halt.

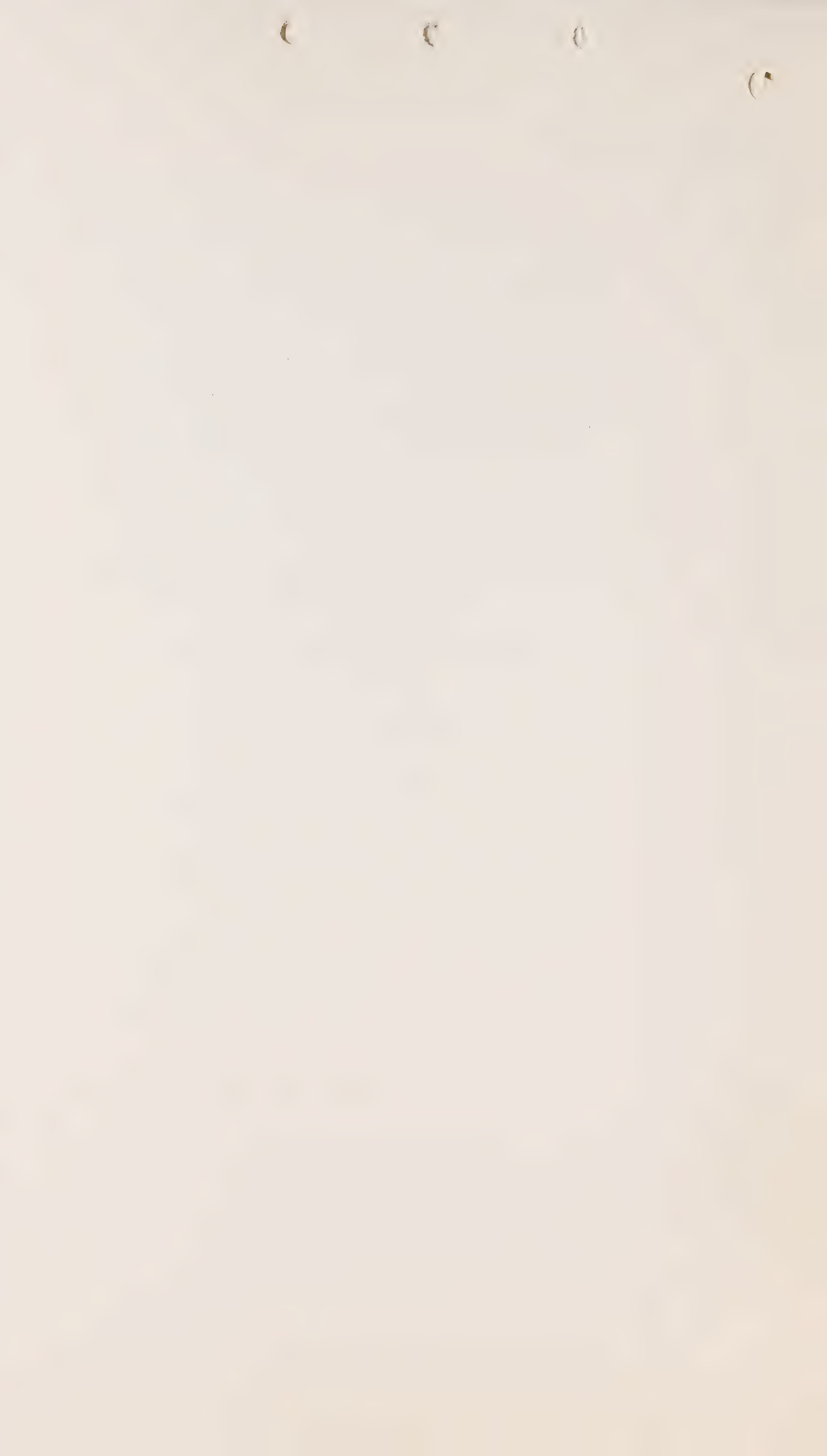
28 THE CHAIRMAN: I think we probably have a  
29 few more questions but we are running out of the  
30 clock.





1                   MR. RONSON:     I do not know whether I  
2 really got an answer to my comment about individual  
3 schools having this decision to make themselves  
4 and it is your plea -- not partly -- are you not  
5 making your plea to your fellow teachers in this  
6 situation where perhaps you are not getting across  
7 to them the importance of guidance and therefore  
8 that is where one of the problems is, rather than  
9 blaming it on costs, because it is true that in an  
10 individual school somebody may say you can only have  
11 45 teachers, instead of 46 teachers, but that  
12 doesn't mean the guidance has to lose that one  
13 teacher, unless the rest of the school are not  
14 convinced that guidance is useful to these students.

15                  MR. GRIFFIN:     Mr. Ronson, that only  
16 works within certain limits though, doesn't it.  
17 If you are staffing because of limitations on  
18 budget, your staff has to be reduced, and it comes  
19 down to -- well I could almost picture as a battle  
20 between the math department and the guidance  
21 department, or even between history and the math  
22 department, somebody I guess has to mediate that  
23 decision, that disagreement, and I suppose that is  
24 the principal's decision. I think behind your  
25 question was the knowledge that certain schools  
26 are operating quite democratically, more democratically,  
27 more openly, in the open session -- I think I  
28 suggested to you that to my knowledge, Toronto  
29 schools are not operating quite that way at the  
30 present time. We still feel that staff reduction





1 will affect all departments, but that they may  
2 affect guidance and some other services more, and I  
3 am not sure being able to sit down and chat with the  
4 history department or discuss it, with the principal  
5 present, the history department or math department  
6 is really going to solve the problem.

7 MR. HENDRA: I could put one other  
8 dimension to that. I think the decision is made  
9 by the total school community and I use that in a  
10 pretty broad sense -- if the total school community,  
11 by that, I include the students, the staff, the  
12 administration, the parents and the taxpayers, in  
13 the community were aware of what the school is  
14 doing, have the feeling that the services provided  
15 by the guidance department are positive, and help-  
16 giving and the kind of things that they want,  
17 then the community will insist; that the total  
18 committee will insist that when the time of cuts  
19 or hold-backs or whatever it is, that priorities  
20 are kept for the total good of the student and  
21 I think if we have a selling job to do, it is to the  
22 total community and we either have done that or  
23 we have not done that.

24 Either the community feels we are doing  
25 the job and doing an essential job in the schools,  
26 the guidance people, or they don't feel that way.  
27 I think it is not simply a staff decision, I think  
28 it is a broader community decision -- to make  
29 that decision.

30 MR. RONSON: If that helps, it seems you







1 could have the most difficult jobs to do in the  
2 schools and the most important jobs, at least you  
3 think it is.

4 MISS CLARK: Speaking from the firing  
5 line, non-idealistically, the average teacher is  
6 a plain person, the average teacher can say to you,  
7 you are doing a great job in your guidance, I think  
8 you are marvellous for the kids, but for me if the  
9 chips are down I would sooner have 23 kids in my  
10 class than 35, in order to keep you doing a great job,  
11 because actually we are serving the kids more than  
12 we are serving the staff, and most people, you know,  
13 they say I would rather have a small class than  
14 have you around, if the squeeze really were on,  
15 and this is a very bitter thing to say, and I know  
16 it doesn't apply to everybody, but there are people  
17 who can look at it that way.

18 MR. CLEMENS: I would like to point out  
19 too, in our submission we handed out today, you will  
20 see there are still three schools in Toronto with  
21 a ratio of over 500 and I would think those schools  
22 are in a very difficult position to argue in the way  
23 you suggest. They need more help. It is a sort of  
24 negative cycle, where because they are so limited  
25 in their staff, they likely are going to have  
26 more difficulty in meeting the needs that are there,  
27 which may then generate to negative feelings  
28 about the services that are being provided, which  
29 will mean then that the community is not  
30 interested in giving them more help which might





1 result in better service, so they have got a hard  
2 battle then to convince people.

3 MR. RONSON: What about the possibility  
4 of taking all vocational and guidance and say that  
5 should be done by the teacher in the classroom and  
6 all counselling, saying that should be done by  
7 the computer?

8 MR. CLEMENS: I do not feel it is a  
9 practical thing to do. It is the popular thing now  
10 to feel that the computer should take over the  
11 handling of career information and the Department of  
12 Education has under development<sup>a</sup>/very good computer  
13 based information system, which will be very helpful  
14 to guidance if it is able to continue and expand,  
15 but that is mere provision of information. It will  
16 help as far as keeping accurate and up to date  
17 information but the counselling part is a pretty  
18 sensitive and pretty dynamic inter-personal  
19 relationship, we hope very much that teachers will  
20 be able to have the very best possible inter-personal  
21 relationship with their students and as far as  
22 well, some of the specifics of choices that are  
23 available for a teacher to be able to be knowledgeable  
24 enough about the myriad of choices would be very  
25 difficult, and I do not feel even for the teacher  
26 to be able to use the computerized system will  
27 be very easy so that when it comes to helping  
28 students consider alternatives and put values on  
29 various choices that are of personal value for  
30 each individual that takes a kind of skill and takes





1 a kind of background trainging and experience that  
2 I don't think we can ask of the average classroom  
3 teacher. I do hope very much that the classroom  
4 teacher will be interested in each individual as a  
5 person, and be available to talk with him, but  
6 not to do the complete counselling and guidance  
7 work.

8 May I bring just one more point. The  
9 OSSTF, Metro OSSTF published a leaflet last fall  
10 on staffing, and I would like to point out for  
11 Mr. Ronson's benefit, that one of the very few  
12 items that they mentioned, they felt were priority,  
13 for staffing was the improvement bf staffing ratios  
14 in guidance services.

15 MR. HENDRA: May I also, since I represent  
16 the only composite with a large program in arts  
17 and science, large program in tech, large program  
18 in commercial, all the other schools have one or two  
19 of those programs, so I am in a very good position  
20 to view the kind of thing you are describing.

21 A student is interested in printing, I have two printing  
22 experts in the school. If a student is interested in  
23 that kind of a specific job information, I have got  
24 the people there, so I have a greater advantage than  
25 almost any other guidance counsellor in the city,  
26 but if I was in an academic school completely, I  
27 would be hard put to find a person on the staff to  
28 whom I could send students for that kind of  
29 information, plus the fact Mr. Davis said the whole  
30 decision making process which is apart from the







1 information getting process, this I could not  
2 ask my printing specialist to do. He can point out  
3 what is required and what kind of things would be  
4 handy and where the jobs are, then the decision  
5 where the students dips into those, is the kind of  
6 thing that we can talk about.

7 THE CHAIRMAN: I gather your primary  
8 concern is that boards will reduce the percentage  
9 of their budget going into guidance.

10 Let us assume that they maintain that  
11 percentage. Can you do an adequate job?

12 MR. HENDRA: No. Personal opinion -- I --  
13 there are things that I am dying to do which I cannot  
14 do at the present time, because of time.

15 THE CHAIRMAN: So you are really saying ---

16 MISS CLARK: You can't do everything.

17 MR. HENDRA: If you mean can I operate  
18 within the present budget, Yes, I could operate with  
19 half the budget, but I could do fewer of the things  
20 that I consider to be good for the student.

21 MR. CLEMENS: Of course the thing is  
22 defining what is an adequate job. In our opinion  
23 seeing the number of things that could be done in  
24 school through a guidance program, the number of  
25 things that we would like to be able to do, from a  
26 positive development point of view, we feel, as  
27 Stan said earlier, looking across the city we are  
28 not doing an adequate job. If we could boil it  
29 down to figures. You have the figures in our hand out,  
30 our ratio is about one to 355. We feel it should be





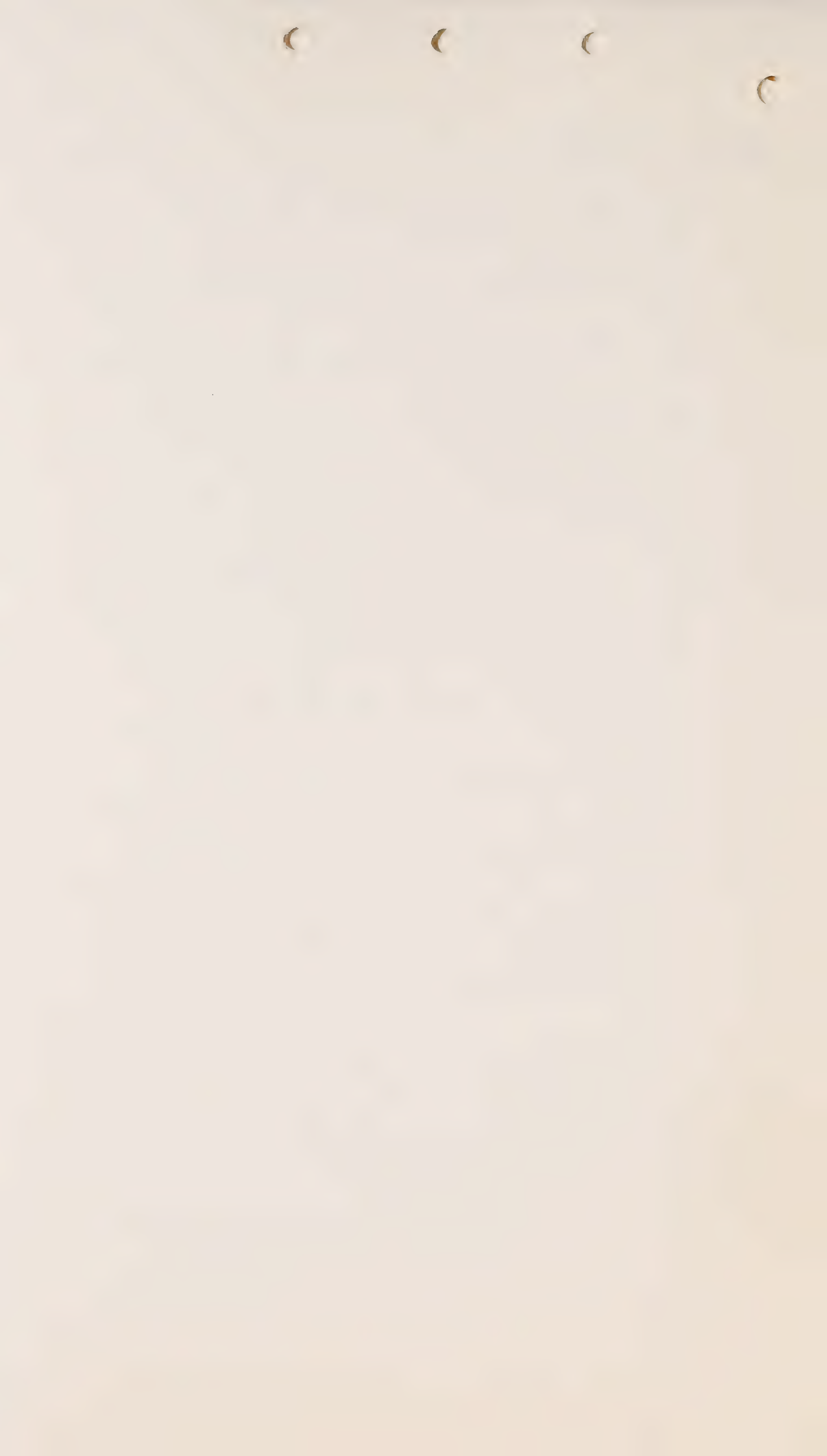
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1 about one to 250, so it means then you have  
2 counselling staff that are trying to cope with the  
3 load that they have got and in that sense they are  
4 doing an adequate job under the load that they have  
5 got to work with, but to move into the developmental  
6 preventive area, and also to reach out in terms  
7 of using the resources that are around, and in a more  
8 innovative way, for helping people. We are not  
9 able to do that. What I mean by the latter comment,  
10 using the resources, is exploring the possibilities  
11 of pure counselling, that is students working with  
12 other students to share problems, solving with  
13 each other, volunteer assistance, from the  
14 community, may be able to come in and help the  
15 guidance program in various ways and also  
16 professional kinds of help. These sorts of extension  
17 of service which could be done and which would  
18 result in more effective programs, is very difficult  
19 to do when your energies for going in and coping  
20 with these things, are limited.

21 THE CHAIRMAN: I am quite sure if we had  
22 more time, we would like to talk about the subject,  
23 because we are certainly interested.

24 Miss Clark, thank you very much for coming  
25 and bringing your brief.

26 MISS CLARK: Thank you, Mr. McEwan.  
27  
28  
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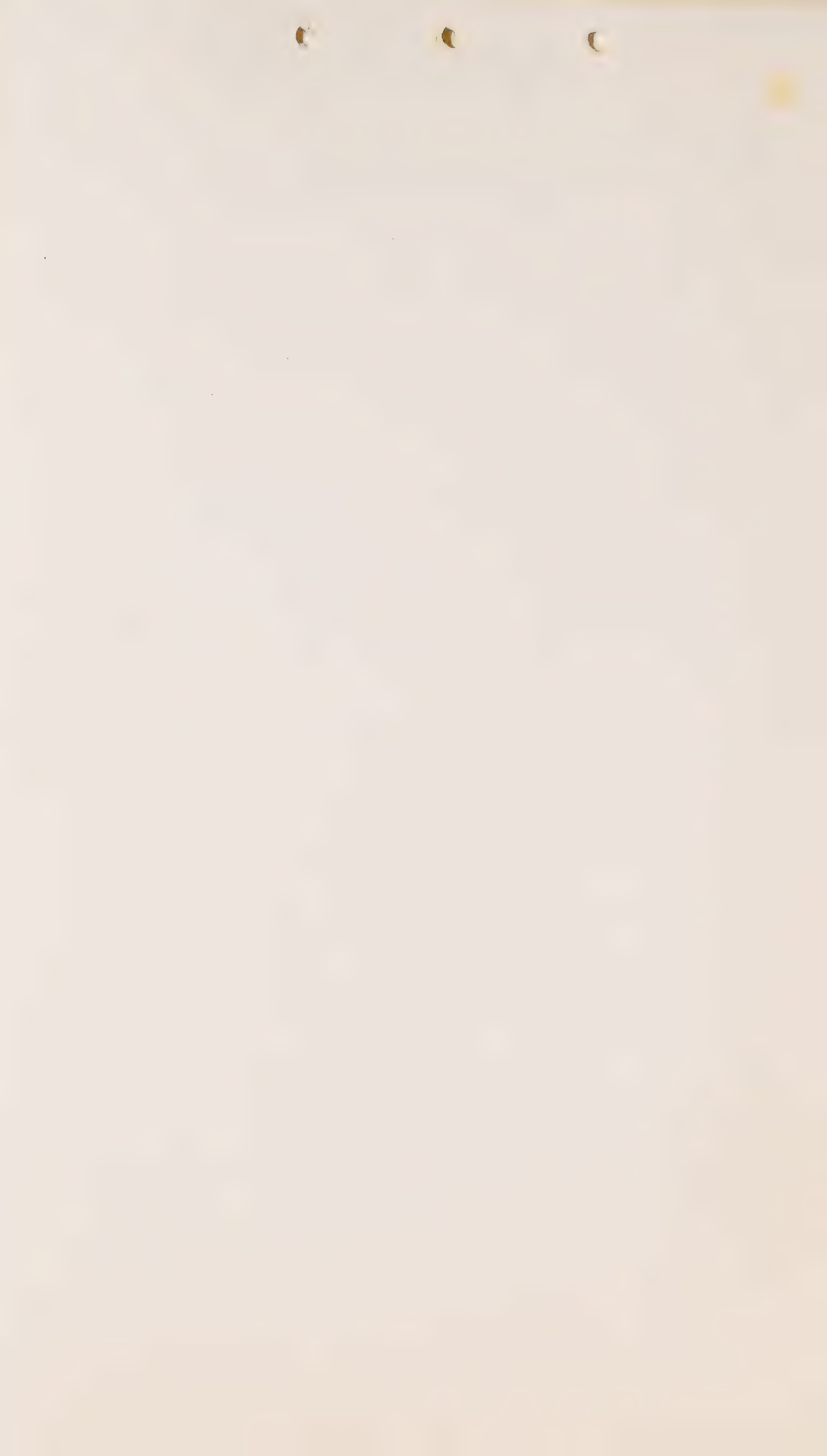
Organizations & Groups Brief #10ONTARIO MUNICIPAL RECREATION ASSOCIATION

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3 THE CHAIRMAN: Mr. Smith, we have read your  
4 brief, you can assume that. Would you introduce the  
5 people with you, and if you have anything to add to  
6 your brief, please do so, and then we have a few  
7 questions.

8 MR. SMITH: Thank you very much, Mr. McEwan  
9 and members of the committee. I would like to introduce  
10 on my right, the Executive Secretary for the Ontario  
11 Municipal Recreation Association, Mrs. Pat Artkin, and  
12 on my left, a member of the board of directors,  
13 Don Garvie.

14 Just in a few comments, because I know that  
15 we have put most of the things that we wanted to say  
16 into the brief, I should say that we do not have a  
17 large delegation here, because our Board of Directors  
18 come from all over the province -- in most cases  
19 they are laymen, and they have other responsibilities.  
20 They have asked us if we would make this presentation  
21 and answer any questions on their behalf, so anything  
22 we do say we are speaking on behalf of not only  
23 -- I think we have eighteen -- 15 or 18 board members,  
24 but also hopefully as close as we can, the twelve  
25 hundred members of the association across Ontario.

26 There were a couple of things -- if I may,  
27 I would like to zero in on. As you probably have  
28 noticed our brief relates primarily to the use of  
29 the school facilities other than the formal educational  
30 way, and the more informal, we might refer to -- it makes





1 certain references in the brief to making the  
2 maximum use of our tax dollars.

3 On page 2, I said something about the  
4 fact that sometimes there are three or four agencies  
5 serving the same people and just as an example of  
6 that particular thing, that we see happening right  
7 now, summer programs for youth, practically every  
8 department within the provincial structure seems to  
9 have or need to have a little piece of the pie,  
10 and we wonder sometimes whether that kind of  
11 program -- those kinds of programs -- might better  
12 be served if there was a little more co-ordination  
13 at all levels of government, and I may have made  
14 mention of that.

15 One of the things we had talked about  
16 again was the utilization of educational facilities  
17 and as this is where we seem to have zeroed in on, and  
18 we hope that any of the information which you are  
19 gathering here will be put together with the  
20 select committee on utilization of educational facilities  
21 which is also conducting similar or having similar  
22 presentations throughout the province, so we hope  
23 that that kind of co-ordination is happening  
24 because we see it as being very closely tied in  
25 together.

26 Reference also to grants, incentive grants  
27 in here, to possibly elaborate on that a little bit  
28 more, we thought that there is a need to provide  
29 some financial assistance in some cases to get  
30 programs, innovative programs off the ground. It





1 may not be necessary to continue these grants over  
2 a long period of time but as has been the case now,  
3 we seem to have a grant that goes for one year,  
4 and then a Board, for example, may find itself in  
5 the position of not having any finances to continue  
6 that program, to expand on the program, or to  
7 develop it any further, so the program ceases to  
8 exist.

9 One example might be over a three year  
10 period an increase in grants, if I could take one  
11 instance, of a community school development,  
12 a \$15,000 grant possibly the first year, then  
13 10,000, 5,000 and by the time we get into the fourth  
14 year the local municipality takes over the full  
15 control of the thing.

16 When we are talking about the innovative  
17 programs we feel that there is a considerable amount  
18 of money spent now on the kinds of equipment,  
19 machinery, stoves, fridges, that kind of thing, to  
20 teach people how to make a living, but one of the  
21 things that is not happening is that people are not  
22 being taught how to live, how to fill in their  
23 leisure and so maybe some more funds, if they are  
24 going to be spending some funds, should be put  
25 on to what is sometimes referred to as frills.

26 Maybe we should be teaching people things such as  
27 golf, and tennis, and ceramics -- more emphasis on  
28 art and that sort of thing. There have been great  
29 strides in that.

30

I think that possibly on that point,







1 I would like to turn it over to the committee and  
2 see what questions they may have and we will carry  
3 on from there, then let the other people sitting  
4 here talk.

5 MRS.FARR: Mr. Smith, I might start it  
6 off -- I was interested in your very first paragraph  
7 in your brief, when you asked the question "Are we  
8 getting full value for our dollar" -- of course that  
9 is one of the things that is concerning us very  
10 much.

11 First of all, would you agree with the  
12 concept that the first priority of the school system  
13 must be given to the education of the children?  
14 That would be the first priority.

15 MR. SMITH: If you would say education --  
16 I would like to start from there. Now I may be  
17 speaking personally here, but I think if we say  
18 education -- maybe you would like to elaborate a  
19 little bit more.

20 MRS. FARR: Well, do you feel that the  
21 job of the school is first of all to educate the  
22 children and are we doing a reasonably good job  
23 in educating the children. As you said in your  
24 opening remarks, that you had zeroed in on use  
25 of plants, with which I would agree, but first of  
26 all, we have to be concerned with the children in  
27 our schools and their education. Would you agree  
28 with that concept?

29 MR. SMITH: Yes, I would think so. I  
30 think our primary function of the facilities has to





1 be for educational purposes. Initially the education  
2 of our children and also Mrs. Farr, if I could  
3 respond, I think, yes, I think the educators are  
4 doing a reasonably good job.

5 MRS.FARR: I was going to ask you if  
6 you had any suggestions for improvement? Do you  
7 think by and large they are doing a fairly good  
8 job ?

9 MR. GARVIE: There are two things here  
10 that the Ontario Municipal Recreation Association does  
11 not deny that the first responsibility of a school  
12 program should be to the children, but they also  
13 subscribe to the concept that school buildings  
14 should be public buildings, and schooling being one  
15 of the functions and this has been made in the form  
16 of a recommendation by this organization, so we  
17 are looking at really two things. If your question  
18 is about the program, we agree with you, but for the  
19 facility, we subscribe to the concept that schools  
20 should be public buildings.

21 MRS. FARR: Now you agree with that.  
22 Now the next question carrying on from that, would be,  
23 you mentioned libraries, gymnasiums, cafeterias,  
24 audio-visual equipment and so on -- being available  
25 and I just wonder how do you see these being used  
26 by the public and what precautions would have to be  
27 taken to make sure that things like that were  
28 available and in good conditions for the students  
29 when they were needed?

30 MR. GARVIE: I don't think it is a





1 matter of precaution. I think if we allowed people  
2 to really use the schools that they will accept  
3 responsibility for what they are using. Certainly  
4 the supervision, -- custodian service could be  
5 adequate. One of our problems today is many  
6 adults do not feel free in the school buildings.  
7 I suppose it is a hangover from their childhood,  
8 some degree of timidity here. I believe that they  
9 should feel free in a situation -- they will accept  
10 responsibility. I was a trustee of a rural school  
11 board for many years, and we had all kinds of  
12 people having the use of the school. They used  
13 to come and use the school, their organizations --  
14 clean it up and go home. It worked well in that  
15 situation where we knew each other, and I often  
16 wondered why that cannot work today. Maybe it is  
17 because we do not know each other.

18 MR. SMITH: I might say also, I am  
19 presently involved in a program encouraging people  
20 to make use of school facilities and we are planning  
21 -- there is less -- they have more concern for the  
22 facility and the equipment because they feel that  
23 it is their's, they know that they have the  
24 responsibility -- I am talking about adults as well  
25 as children, the teens, every group, that they know  
26 they have the responsibility that that equipment is  
27 needed at nine o'clock in the morning when the  
28 other use of the school plan comes into operation,  
29 and that is the formal education plan.

30 Trust, maybe, is the right word.







1 MRS. FARR: That is very important.

2 MR. KERR: Mr. Garvie, the school you  
3 referred to, would be a how many rooms school?

4 MR. GARVIE: Well, I think the last board  
5 I served on had three schools, the largest being  
6 eight. The other two, one was quite small, three  
7 and the other one had about six. They were not large  
8 schools.

9 MR. SMITH: I think one of the things  
10 that we can be pretty well assured of is that the  
11 use of the school facilities by the community does  
12 not have to increase tremendously the expense.

13 Certainly, there is a certain amount of  
14 wear and tear, but maybe when we are building schools,  
15 maybe if we built that into them. Maybe when we are  
16 talking about programming, we should really look at  
17 our community resource people that we have, and find  
18 that many people are prepared to work within any  
19 programs, any activities which are going on in the  
20 schools. They help the caretaker, we don't have to  
21 hire half a dozen extra caretakers to clean up after  
22 a program, or even to clean up the school grounds  
23 because there are people who have now taken pride  
24 that they are beginning to believe, maybe, that they  
25 own this school, that it is held in trust by the  
26 trustees, yes, but it really is their facility,  
27 and so they are taking an interest and they are  
28 co-operating with custodians, with the principals,  
29 and they are becoming involved in programs, they  
30 are doing it, because they have an interest. They





1 are not interested in getting paid, they are  
2 interested in making a contribution.

3 MR. RONSON: Somewhere there must be a  
4 group of people who are mainly hindering this. Is  
5 it in your opinion the administrators, the trustees,  
6 the principals, -- where is this lack of trust or  
7 where is the problem?

8 MR. SMITH: If I were to speak personally  
9 I would not say there was any problem.

10 MR. GARVIE: I don't think it is in people.  
11 I think it is mainly public opinion. A lot of  
12 people believe that in each community there is some  
13 structure there around the school, some structure  
14 where people are organized, and they deal with the  
15 school and the use of the school and so on.  
16 Surprisingly that doesn't exist very much today.  
17 There is very little structure where people can say  
18 I represent the folks in the neighbourhood and  
19 we do something about using the school, so here  
20 you have a group of disorganized people in looking  
21 at a big institution, the school, the hierarchy of  
22 the school system and I think it is timidity and  
23 perhaps a lack of awareness on the part of people  
24 and people need to be encouraged to start looking  
25 at the neighbourhood, start working with the school,  
26 and utilizing the school buildings. This is what  
27 I think it should be, based on evidence today.

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28 It is surprising, many of the school  
29 officials today are quite willing to extend the use  
30 of the school. We find the policy of giving the





1 school use in any county, very little. I think I  
2 could also add to that, there still are some in many  
3 counties where they seem to be overly protective  
4 and I refer to the administration of the trustees,  
5 but I guess that is possibly because people within  
6 that particular area have not made their wishes known.  
7 They still guard.

8 MR. RONSON: Sometimes the trustees are  
9 not overprotective, but they do not even know the  
10 demand is there.

11 MR. SMITH: That is right.

12 MR. GARVIE: It is very difficult to bring  
13 about any communication between a neighbourhood in the  
14 community and the Board of Education today.  
15 We did an on-program, we said we were speaking for  
16 all the people, but I often question that.

17 THE CHAIRMAN: Mr. Smith, you have the  
18 program and the Board of Education have the facilities.  
19 Do you think you could combine the two and have  
20 the Board of Education take over the responsibility  
21 for this program, -- would that end up with a  
22 better program at lower cost?

23 MR. SMITH: I don't think you would  
24 necessarily end up with a more expensive program, either,  
25 so I do not think that is necessarily the answer.

26 I don't think that you can legislate this kind  
27 of thing -- that it happens because you have the  
28 concern and involvement of the people. It is  
29 happening in some areas now, not because any  
30 particular recreational program is functioning, under







1 a Board of Education, it is happening because there  
2 is occasion, involvement, understanding, between  
3 the people who have to make it work.

4 THE CHAIRMAN: In other words, you are  
5 saying the Board of Education could not do a  
6 better job than you do?

7 MR. GARVIE: Most schools are simply  
8 resources for what we make all community programs,  
9 and within the community, actually the resources  
10 for the school program is a matter of trying to  
11 provide the encouragement and the incentive to  
12 bring these two people together in the interests  
13 of the people that they serve. Some reordering of  
14 priorities, some provision for incentive and  
15 encouragement to get the community to act without  
16 conflict with their own people.

17 MR. SMITH: When we are talking about  
18 community, we are talking about the total, and then  
19 that includes all your governments, your people, your  
20 organizations, so you are talking about the Board of  
21 Education as a member of that community. If the  
22 emphasis happens to be in that particular area,  
23 because of that particular need, that the Board of  
24 Education has to take a stronger role, okay, maybe  
25 that should happen, but that should happen because  
26 that seems to be the best route for that particular  
27 area.

28 THE CHAIRMAN: Well, Mr. Smith, thank you  
29 very much for submitting your brief. I appreciate it  
30 very much. You have been most helpful. Thank you





1 very much for appearing today.

2 MR. SMITH: Thank you.

3 If I may just leave these with you. This  
4 is the copy of our Newsletter and a little brochure  
5 on recreation.

6 THE CHAIRMAN: Thank you, gentlemen.

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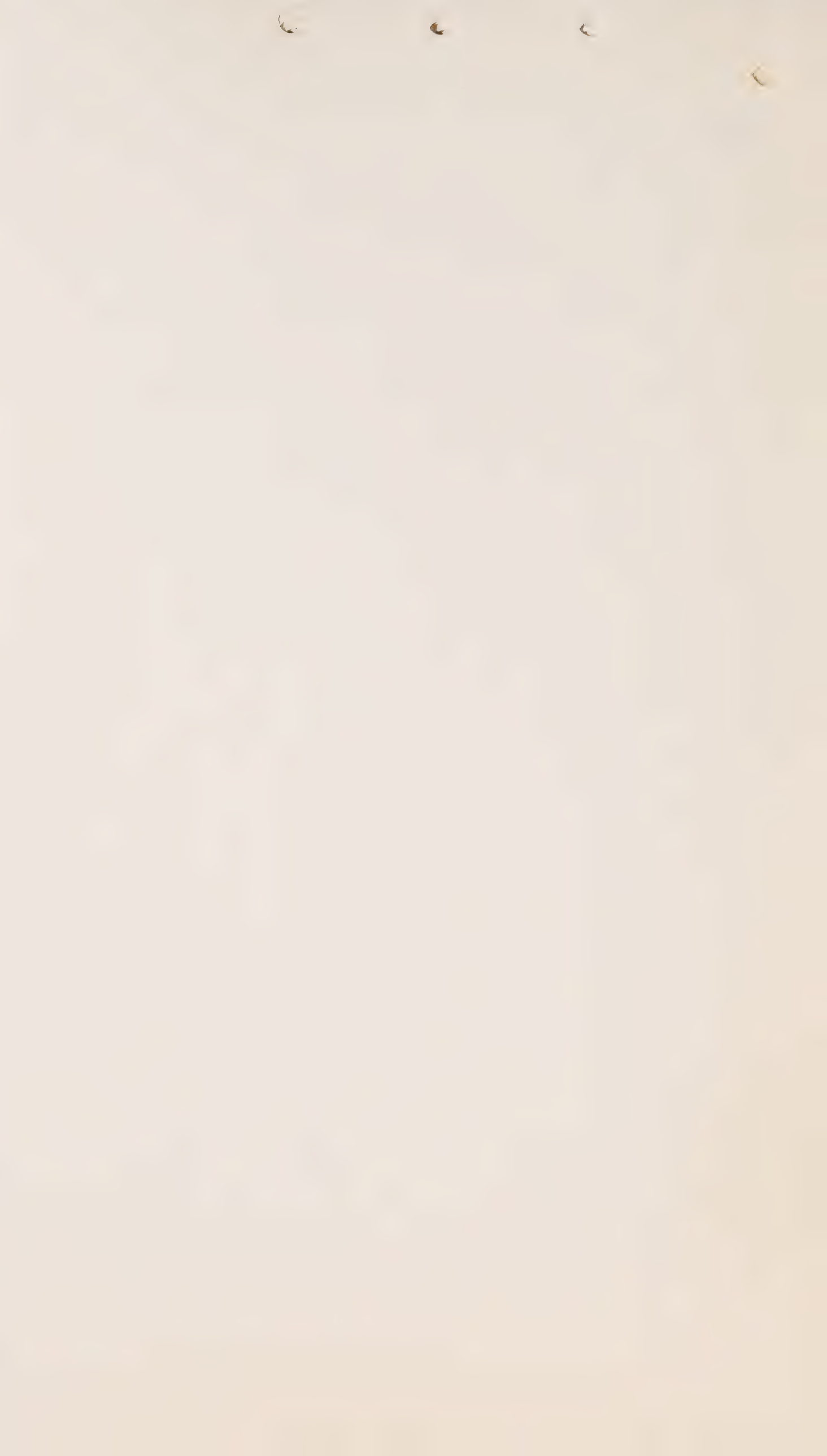
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Organizations & Groups Brief #9

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ONTARIO FEDERATION OF LABOUR

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THE CHAIRMAN: Mr. Archer, I would like to welcome you and your group here today, and to thank you for your brief, and taking the time to come and discuss it with us.

So I wonder if you would introduce the gentlemen with you, and if you could add anything to the brief, if you wish, and then we will have some questions.

MR. ARCHER: On my left is Terry Meagher, who is the secretary-Treasurer of the Ontario Federation of Labour. On my immediate right is Henry Weisbach who is a director of Labour Council and Education, and farther left is Ed Seymour of the education committee of the Ontario Federation of Labour, an educational director of the Textile Workers Union of America.

Mr. Chairman, may I thank you first for the invitation to be here. We were quite satisfied that our brief/stand on its own feet, but we appreciate the opportunity of trying to clarify any points or add to the brief if we can. I merely intend to introduce it, and unless there is something particularly addressed to me, leave it to our educational department to answer your questions.

The first part of the brief, you will note, is the structure of the Ontario Federation of Labour, which represents seven hundred or more trade unionists in the Province of Ontario, -- those are the trade





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1 unionists who are affiliated to the Canadian Labour  
2 Congress, to me, therefore, the Provincial Government  
3 of the Ontario Labour Movement or approximately a  
4 little more than a million trade unionists, of  
5 Ontario, seventy or 80 per cent of whom belong  
6 to the Canadian Labour Congress -- since we are  
7 a voluntary organization about 90 per cent voluntarily  
8 chose to belong to the Ontario Federation of  
9 Labour.

10 As we say in the brief, we do not  
11 pretend to be experts in education. Our knowledge  
12 of education comes from practical experience, with  
13 our children, and the struggle they have to  
14 get post-secondary education primarily; we have put in  
15 a little bit about the internal education processes,  
16 what is going on, in the trade union movement  
17 itself, because we thought you might find it  
18 interesting and while it does not compare with  
19 the European and other trade <sup>union</sup> movements, trade  
20 unionism in Canada is not completely accepted as  
21 it is in some other countries.

22 You will notice we have somewhat  
23 different approach to cost and some of the groups  
24 that have appeared in front of you, we are not  
25 giggling about the cost about what is being spent  
26 on education, we are, in one or two places questioning  
27 the value of the dollar that is spent in  
28 education and of course we are particularly  
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1 concerned perhaps -- the workers children are not  
2 getting their fair share of the taxes that their  
3 fathers and also their mothers pay and that is  
4 spelled out and you can see for yourself our approach  
5 is that we are not quarrelling with the money that  
6 is spent -- perhaps even more might have been spent  
7 but we do want to see that we get full value for  
8 the dollar, and I am sure you do too, and we then go  
9 on to defend the proposition that our people -- by  
10 our people, I mean the working class, are not  
11 getting their fair share of the money they pay in  
12 taxation towards cost of education and then we  
13 move on to the participation of the Trade Union  
14 Movement in the educational field, and it is very  
15 very limited and we have been talking about the  
16 working class' participation in the educational  
17 process, and representation and so on.

18 Trade Union Movement is about the only  
19 organized mass movement from which you can get  
20 people to represent the employee group in our  
21 society. I am sure there are other groups that are  
22 organized, as representative, as a trade union  
23 movement.

24 Now, basically that is the thrust of  
25 our brief. It is devoid of expertise purposely;  
26 we do not intend to get into that kind of a dialogue  
27 with you, because you know so much more than we do,  
28 but this is the thrust of our brief, and we leave  
29 it to you, Mr. Chairman, to put any questions on  
30 anything that you wish.







1 DR. PHILLIPS: Yes, Mr. Archer, I  
2 would refer, to start with, to page 3 of the brief,  
3 and from it read a sentence just sort of mid-way on the  
4 page "We believe a more efficient way of  
5 using the public's money and reducing the present  
6 costs must be developed through restructuring  
7 of our educational system."

8 I wonder -- or if the members of your  
9 group would just elaborate the last part -- in  
10 what way would you favour restructuring?

11 MR. WEISBACH: I think, Mr. Chairman, part  
12 of this is covered in the Recommendations which we  
13 are making at the end of the brief. Where we say that  
14 the financing of education should be completely  
15 restructured and of course we talk about the home  
16 owner and then we go on, in recommendation 2,  
17 particularly, where we say, "Governing bodies of  
18 all existing educational institutes, such as Colleges  
19 for Applied Arts & Technology, Universities, etc.,  
20 should be restructured.

21 By that, we mean that on the governing  
22 bodies we believe that a larger participation of  
23 the Labour Movement should be allowed than it is  
24 at the present time.

25 Then we also go on to say that "students  
26 faculty, support staff and citizens should have the  
27 right to participate in the democratic administration  
28 of the educational institution."

29 Then, also we ask that "all educational  
30 functions in Ontario be brought under one





1 Department of Education".

2 I think now they don't use "Department  
3 any more, they use "Minister" -- whatever it may  
4 be called in that sense, we talk about the  
5 restructuring of administrative aspect of education  
6 as well as the overall functions of it.

7 DR. PHILLIPS: Well, Mr. Weisbach, the  
8 thing I find <sup>bothers me</sup> a little bit about this, is that what  
9 you are saying seems to imply mainly if not  
10 exclusively to post-secondary education, and of  
11 course our terms of reference of this Committee  
12 is confined to the elementary and secondary levels.

13 MR. WEISBACH: We realize this of course,  
14 and we have appeared before the Commission on post-  
15 secondary education and have made similar  
16 proposals there, but we thought we emphasised our  
17 position there, and maybe your committee might also  
18 look into this. We do not know for sure, but  
19 we thought we would put this in. I think in the  
20 brief itself, we mentioned some -- I think you  
21 could take this in this direction -- or further  
22 down on page 4, I think we are more explicit, where  
23 we talk about technical and vocational schools  
24 and the cost involved there, making such things  
25 as machinery and so on, and we propose that a  
26 combination of on the job training as well as in  
27 school training may be helpful, and part of this  
28 is already being done in some areas, with quite a  
29 good amount of success. We feel that this could  
30 possibly not only change the structure but also





1 reduce costs in some way or another. It would  
2 possibly prevent schools from acquiring machinery  
3 which is pretty costly and I have seen some of the  
4 machinery in some of the schools, and then I think  
5 our reference to the structure -- in that direction  
6 as well -- and the overall direction of the taxation  
7 dollar.

8 DR. PHILLIPS: You say in your brief that  
9 you are certain -- this is from the bottom of page 4,  
10 "We are certain the co-operation of management and  
11 unions could be obtained."

12 In your suggestion about on the job  
13 training which I think is a good suggestion  
14 myself ---

15 MR. WEISBACH: It is being tried right  
16 now. It is carried out in some areas.

17 DR. PHILLIPS: Could you tell us the  
18 extent to which this is, in fact?

19 MR. WEISBACH: Well I think, as far  
20 as the scheme goes now, in North York, the North  
21 York Board of Education in fact has one person  
22 almost full time organizing programs with  
23 industry, and unions, where students go in, into  
24 industry, and together with the operator of machines,  
25 or whatever, the occupation may be what machines,  
26 without pay, mind you, -- it is not pay -- it is  
27 just the other side of the academic range, that  
28 they are getting right in the factory, -- it is also  
29 being carried out to my knowlege in the Kitchener  
30 area, or has been carried out for some time and







1       there are discussions going on now -- at least  
2       we attended a meeting in the City of Toronto where  
3       this may be done, and I am sure that almost all our  
4       unions and most managements would agree that  
5       this would be well received.

6               MR. ARCHER: I might say the lithographers  
7       run their own school, and most of the printing trades,  
8       -- they have one or two years after apprenticeship,  
9       in terms of going to school, and the plumbers and  
10      pipefitters do the same thing, and a number of them  
11      are working in conjunction with schools and they are  
12      working in the plants with the permission of the union,  
13      and getting credits towards their apprenticeship  
14      at the same time, -- this is becoming -- of course  
15      at the old Provincial Institute of Trades, which  
16      is not beyond your scope -- George Brown Institute  
17      -- this is being tried out. It is absolutely  
18      impossible I think, talking about cost, to keep  
19      up with modern day equipment. It becomes obsolete  
20      so fast -- to keep a machine for five years -- just  
21      to teach, should be replaced, whereas in a factory,  
22      it is all right in a factory, where they are making  
23      a profit, but I don't think it works in an educational  
24      institution, where it is a dead cost.

25               I guess it is an area we have to travel.  
26      We haven't examined it nearly as fully as the  
27      European Countries have.

28               DR. PHILLIPS:       On page 3, this is  
29      again a question of clarification of the brief,  
30      where you say, almost middle of the page 3,





1 "A closer examination of the proportion of funding  
2 that is now derived from each level of government  
3 and relationship between the sources of funding  
4 and the control of spending is needed. Your  
5 Committee, we believe, should scrutinize the  
6 costs of research and the way in which it is financed,  
7 by whom and in what proportions."

8 Could you tell me what research you  
9 are referring to ?

10 MR. WEISBACH: I think we are talking  
11 about general research, which is necessary --  
12 in -- should be necessary in any educational  
13 system or plan, and proposed possibly new methods  
14 of teaching -- maybe the new methods of use of  
15 the educational facilities we have available at the  
16 present time, -- so we make the full use of it  
17 and I don't want to get into the other committee  
18 we have, beyond the utilization of schools, because  
19 that is another area, but we believe it is necessary  
20 to do a lot more research -- for instance what are  
21 we training the students for now in our vocational  
22 schools? Are the occupations we are training them  
23 for now -- are they going to be dead, five years  
24 from now. For instance, you take a vocational  
25 school and we are teaching students there -- are  
26 we convinced that in five years we are going to need  
27 bricklayers -- the fact is, do we need bricklayers  
28 five years from now. Do we have to aim our  
29 educational activities in a different direction?

30 DR. PHILLIPS: You are referring then to





1 research that is not yet being done?

2 MR. WEISBACH: That is right.

3 DR. PHILLIPS: You think it should be  
4 done?

5 MR. WEISBACH: I think it should be done.

6 DR. PHILLIPS: Where would you recommend  
7 it should be done?

8 MR. WEISBACH: I am not so sure what  
9 level, the responsible level -- I would think it  
10 might be the most responsible level -- I think would  
11 be on a provincial level, so you could get an  
12 overall picture of what may be needed in five or  
13 ten years from now. You know, in our whole  
14 educational system I think we have to certainly  
15 change ever so often our approach to education,  
16 possibly our methods of education.

17 DR. PHILLIPS: One final question, if I  
18 may. On page 4 again, a matter of clarification.

19 About 8 lines down, "We reject this theory  
20 of using education as a means of hidden, or,  
21 indirect taxation."

22 Would you please ---

23 MR. ARCHER: Many of the committees have  
24 been reporting, talking about loans, and people  
25 paying them back and so on, and we think that  
26 this is not a proper way to do it. By the end of  
27 education a person is able to earn more money, and  
28 I am only repeating something you already know,  
29 you already have the graduated income tax and other  
30 forms of taxation for getting the money you spent on



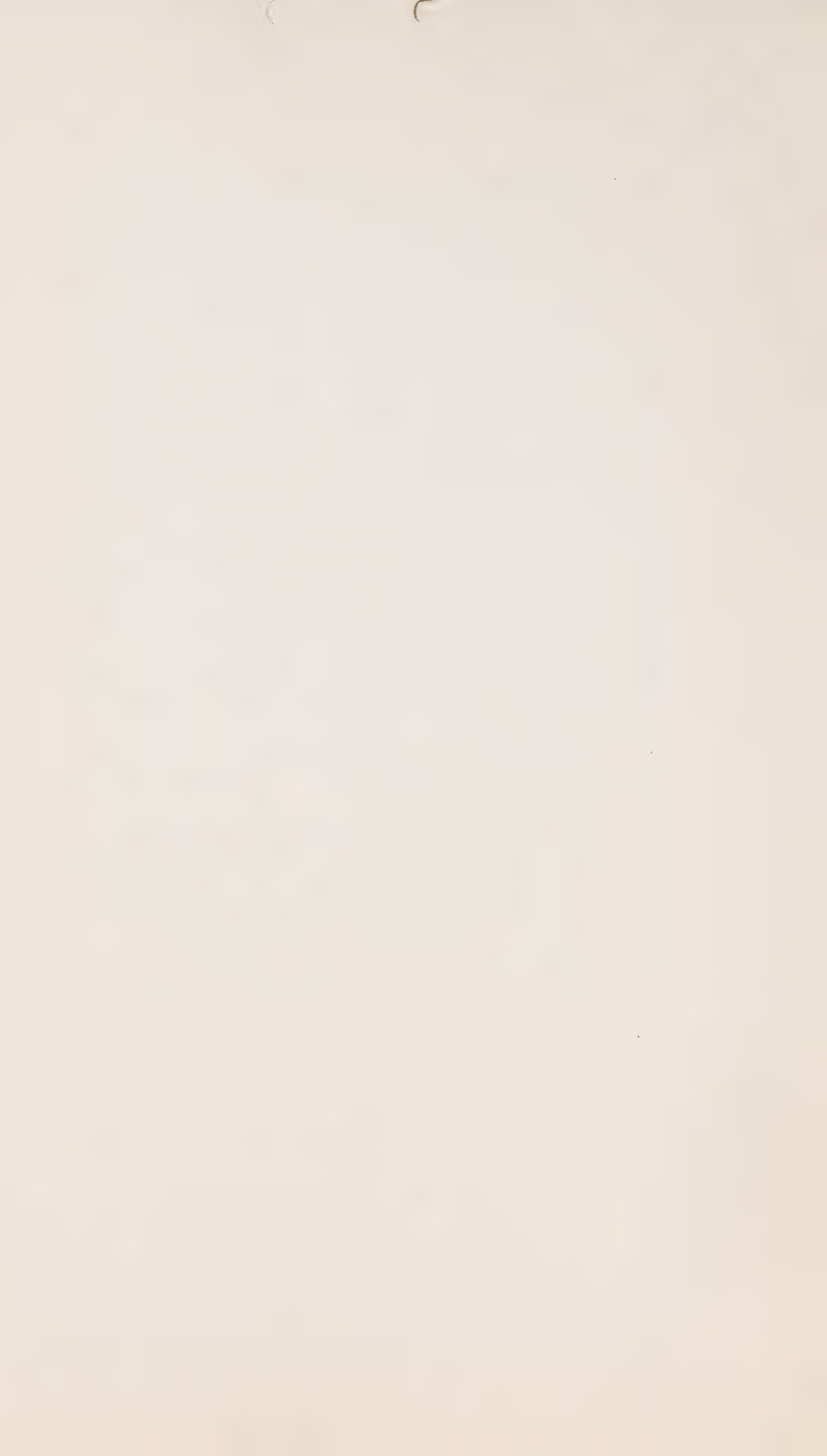




1       that person's education and the loans -- we think  
2       it is just another form -- you are using the school  
3       grants for taxation purposes, something which should  
4       be done by taxation.   They are using loans to do it,  
5       and it makes it difficult even -- we think it makes  
6       it more difficult for the working class people  
7       to take advantage of them if they are going into  
8       business, not so bad if I am going into my dad's  
9       law firm, but if I am going into business on my  
10      own and have all these loans to pay back, I  
11      really think you are starting off at a disadvantage  
12      and you don't like using this method and it is  
13      the same as tuition fees, the working person pays  
14      enough in taxes, two-thirds or more you know, the  
15      percentages, of your tuition fees, come out of  
16      taxation, yet when you put, -- I mean of your school  
17      costs, come out of taxation and then when you  
18      have tuition fees, you bar the working class people  
19      from the universities -- by putting it a little  
20      higher, and even high school dropouts and we  
21      don't like to see this happening. We think it is  
22      the role of the taxation system, and not a role of  
23      the educational system.

24                   THE CHAIRMAN: Mr. Archer, there is  
25      something that you mentioned that I was pleased  
26      to hear, that the unions are working with some  
27      of the schools so that you are recognizing some  
28      of the training you are getting in the vocation  
29      schools.

30                   As I remember, and my experience goes back

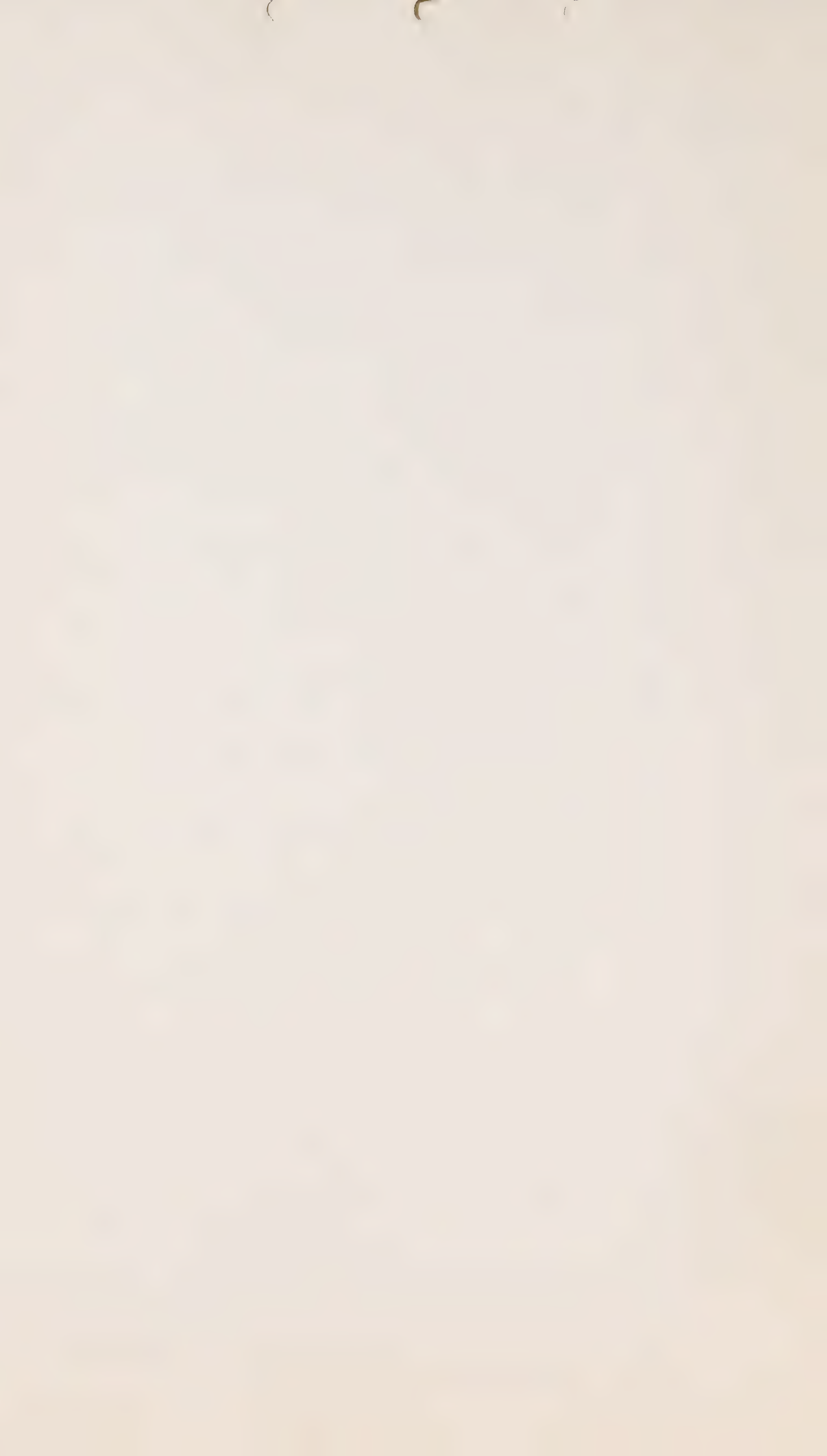




1 some years, when we were re-introducing the re-organizat-  
2 ion of the secondary school program and building  
3 up vocational training in the schools, were the  
4 unions not, at that time, not for recognizing  
5 any of the vocational training in these schools,  
6 and has this changed?

7 MR.ARCHER: Well trade unionism means  
8 ordinary people, largely depends on the industry --  
9 the amount of unemployment is in there, and it is  
10 not all selfishness. There is not much use of  
11 taking a person into your union and charging him  
12 dues, if you cannot find a job for him, so it is  
13 a two-way street, you know, -- you accuse unions  
14 of being purely self-interest organizations -- well,  
15 we are, the same as any other organization, but  
16 on the other hand, we are not doing a fellow much  
17 of a favour and Henry mentioned bricklayers -- we  
18 could take the whole trowel trade -- I don't think  
19 much is to be gained by suggesting that people be  
20 trained at these trades. We have the famous  
21 one in Cornwall of course, where they hired the  
22 unemployed welder to keep welding. At least we  
23 had one person off the unemployment list anyway,  
24 but there has been a certain resistance that  
25 whenever unemployment rises, that resistance will  
26 grow and you have full employment.

27 Now we had full employment in the  
28 electrical district in the Sarnia area, and the  
29 union was convinced that it should drop the  
30 apprenticeship rate and was allowing journeymen





1 in with two years less, then they needed  
2 apprenticeship. So we are stuck, by even other  
3 circumstances too, but I think in answer to your  
4 question, there is a much more acceptability now  
5 than there was in the more sophisticated trade  
6 union movements, the danger that there was a few  
7 years ago ---

8 THE CHAIRMAN: I am delighted to hear  
9 that.

10 About the middle of page 4, you talk  
11 of "the spiralling cost has been in the area of  
12 capital investments and administration."

13 Do you have the figures on which you  
14 are basing that statement?

15 MR. WEISBACH: No, I am afraid not.  
16 I think it is a general statement. When you listen  
17 to the newspaper reports on the cost of the  
18 administration and also on the cost of putting up  
19 a school, -- at the present day -- it is certainly  
20 not a low cost, and the administration itself  
21 is certainly not a low item, but I am afraid we  
22 did not go into the detail enough of putting out  
23 figures and putting them together. I think this is  
24 why we mention later on that possibly some on the  
25 job and school learning could be combined to  
26 reduce some of those costs.

27 MR. ARCHER: I think some of this came  
28 from again, post-secondary -- we had a group of  
29 professors from York, and I happen to be on the  
30 Board of Governors of York, and they said they had







1 had beautiful buildings and classrooms with public  
2 address systems and so on, and teaching in the  
3 humanities, they were trying to get us to see if  
4 we could get an empty store in the Beaches district --  
5 I don't know if you know Toronto, but they were  
6 willing to give credit classes in the store,  
7 -- they thought the old Beaches Theatre -- and  
8 they were rather critical of the cost of capital  
9 investment and then when we turned this over to  
10 secondary schools, we thought of the necessary cost  
11 of capital investment -- if we did not use this  
12 method -- we are suggesting of going ~~into~~ the plant  
13 and using the machinery, new machinery, that is  
14 there, the capital expenditure would be almost  
15 prohibitive. I don't think you could keep up  
16 with the new machinery that is taking place, and  
17 we felt there might be weighted heavily and  
18 this is more a value judgment, just from talking  
19 to our members who -- there is too much money  
20 being spent on the administrative side and not  
21 enough on the teaching side, but I have no weighting  
22 data to back that up or turn in. We might even  
23 be wrong.

24 THE CHAIRMAN: For your information  
25 roughly it is about two-thirds of 70 per cent of  
26 constructional salary and about 10 per cent of  
27 the capital cost.

28 MR. ARCHER: Has that remained the same  
29 through the years?

30 THE CHAIRMAN: It has increased slightly.





1 Capital costs are running about 10 per cent of the  
2 total cost of education.

3 MR. ARCHER: Vocational schools are more  
4 than that.

5 THE CHAIRMAN: Your investment in the  
6 shop class of course is higher.

7 MRS. FARR: Mr. Archer, I believe you are  
8 saying that we are not really spending too much  
9 money on education, but there are ways that you  
10 would rather see it spent and that you think there are  
11 other ways of financing education. Is that correct?

12 MR. ARCHER: That is basically what we  
13 are trying to say.

14 MRS. FARR: In the middle of page 5, you  
15 have said "We believe that 100 percent of the  
16 educational cost should be borne by the province."

17 If this were so, would you think that  
18 this might affect the autonomy of the local boards,  
19 affect the decision making of the local area, or  
20 would you be concerned about this?

21 MR. ARCHER: I am always concerned about  
22 the infringement of individual liberty and this  
23 question of when democracy stops and efficiency  
24 takes over is one, you know, undoubtedly if the  
25 provincial government pays 100 per cent of the cost  
26 they would have a tremendous amount of control.

27 We have tried, on page 6 to answer you.  
28 In the third paragraph "we realize that with the  
29 provincial government paying 100 percent  
30 of the schools' costs, as we are suggesting, there





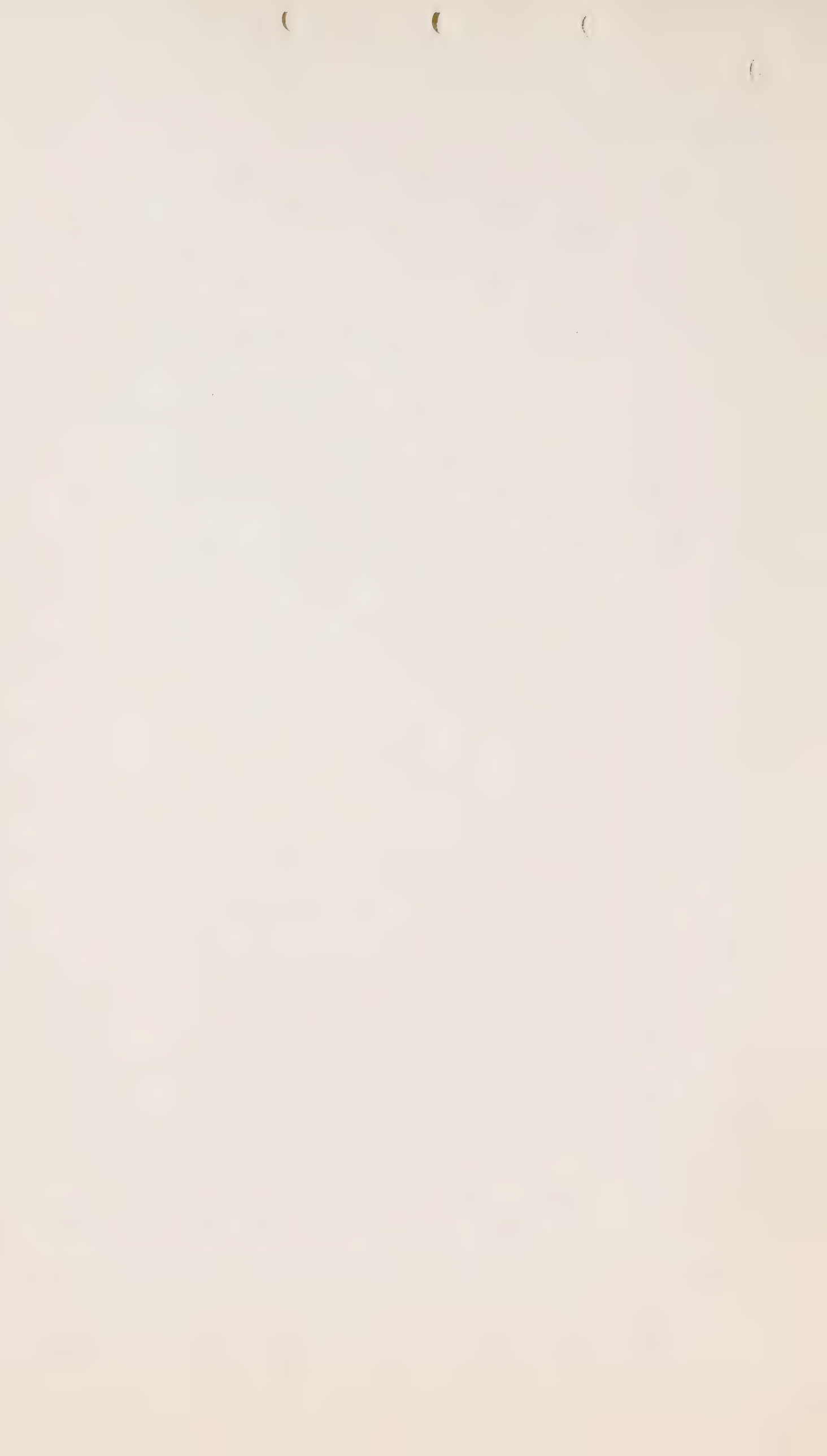
1        could be a dangerous tendency to undesirable  
2        centralized control of the school system." However  
3        we have looked at the alternates -- and we feel this is  
4        better --- now even the NDP, which we are  
5        supposed to support, does not support this  
6        composition. I think a certain amount should be  
7        left at the local level, for the purposes you have  
8        suggested and we are not going to quarrel too  
9        much, but certainly there is an inordinate amount  
10       on the home owner who cannot go on this way --  
11       not only education, but something is going to give,

12                THE CHAIRMAN: What you are suggesting  
13       is the expense of approximately eight hundred million  
14       dollars from real estate to income tax.

15                MR. ARCHER: Yes.

16                THE CHAIRMAN: Do you think this is  
17       realistic?

18                MR. ARCHER: I think so. It is not  
19       purely income tax. The provincial government  
20       has much taxing power in a municipality. The  
21       municipality is limited practically to real estate  
22       tax, except for the little it can do with licensing  
23       and the little extra by licensing, the girls that  
24       sell flowers on the downtown streets and so on,  
25       but this is about the best they can do. There are  
26       plenty of taxation fields open to the provincial  
27       government. Some think that they are not exploiting  
28       enough, the natural resources areas, and so on,  
29       like that, the provincial government has taxation  
30       open to them yet if they want to use it. Of course







52

1 it is not available to the municipalities.  
2 However, I agree -- I am very doubtful if the  
3 Conservative Government of Ontario will accept  
4 our proposals for new methods of taxation in the  
5 province.

6 THE CHAIRMAN: Talking about  
7 equalization of tax. Are you suggesting there that  
8 perhaps people should pay the same percentage  
9 of tax on their taxable income or are you saying  
10 the graduated income tax?

11 MR. ARCHER: I am not suggesting that  
12 there be an educational tax levied. I think income  
13 tax is probably the fairest tax. I don't like  
14 paying it any more than you do, but it is the  
15 fairest tax. If we can get rid of the loopholes in  
16 it, the expense accounts and all the other things  
17 that some people are able to use. It is probably  
18 a graduated income tax, is probably the fairest  
19 form of taxation you can get for the individual.  
20 Mind you, there are many national resources and  
21 other forms of taxation that can be used too, and  
22 we think that homes or real estate taxation,  
23 particularly homes, you might differentiate between  
24 the homes or the office and the business, it is  
25 probably the most retrogressive -- I don't think  
26 you can get rid of it -- but it is not <sup>a</sup> very satisfactory  
27 way of raising money.

28 THE CHAIRMAN: Isn't there, though, some  
29 relationship between property and income and  
30 assessment therefore -- not always, but there is a





1 relationship?

2 MR. ARCHER: I suppose the garbage man, even  
3 if he gets his raise, won't buy a twelve room house  
4 in Rosedale, if that is what you mean. There is some  
5 relationship but not very much -- I am afraid --  
6 what my kids are paying buying houses -- I wonder  
7 how the devil they are going to pay for them, -- it  
8 frightens me -- so I don't know where the  
9 relationship comes in, although there must be one  
10 there someplace.

11 THE CHAIRMAN: I am saying it this way.  
12 I know on the basis of my income that my home  
13 accommodation has changed.

14 MR. ARCHER: Of course.

15 THE CHAIRMAN: Therefore the amount of  
16 taxes I am paying for education has varied with my  
17 income and isn't that --

18 MR. ARCHER: Well, <sup>†</sup> I would be the exact  
19 reverse. My income has gone up considerably, like  
20 everybody else's and if you delegates want to vote  
21 me some more, I will take it, but I am now in an  
22 apartment and when I had a family I had a much larger  
23 house and I am sure a much greater portion of my  
24 income went to education than I am using now.

25 MR. RONSON: On page 3, under the  
26 heading "Cost of Education", you say "the public  
27 concern with educational costs arises, not so much  
28 from a reluctance to pay a legitimate social cost, but  
29 rather from a feeling that money is being unwisely  
30 spent."





1 And then, "you share this feeling". Can you be  
2 more specific as to the things that you think are  
3 being unwisely spent, so that we, as a committee,  
4 can make recommendations on this?

5 MR. SEYMOUR: One of the areas of course,  
6 is that we spend a tremendous amount of money on  
7 building schools and keeping <sup>them</sup> closed for something  
8 like one-third of the year -- if you take into  
9 consideration the evenings, summer, various vacations,  
10 weekends, and this sort of thing, we think we  
11 could get a lot more value from our dollar if we  
12 were to use our schools during weekends, nights,  
13 holidays, etcetera.

14 MR. RONSON: Is the public, from your  
15 information, willing to accept this, because other  
16 information I have got, they are not willing to  
17 accept it.

18 MR. SEYMOUR: I think the acceptance of  
19 the public is increasing. Of course we have to do  
20 an educational job in that area, as well, but it is  
21 increasing. I know that there are certain communities  
22 even if we take into consideration old age pensioners,  
23 who in many cases have no place to go, yet most of  
24 our schools have marvellous library facilities,  
25 where they could spend some time. The community  
26 action sort of thing -- this is an area that I think  
27 we could expand on, and take a look into, and I think  
28 the field, a group such as this, is certainly  
29 interested in taking advantage of it.

30 Today, in my field of work, I am finding







1 that the younger people are coming into the work force,  
2 finding out that they are not educated, they are  
3 educated, but not educated into fields that they would  
4 like to be. They find that their education isn't  
5 very valuable in practical terms, that the first thing  
6 that is asked them, by their employer, what experience  
7 do you have and this sort of thing, and many of these  
8 people would be willing to go back into the  
9 educational system on nights, weekends, whatever,  
10 through the post-secondary -- to increase their  
11 knowledge.

12 MR. RONSON: Well we have a distinct  
13 difference between elementary and secondary.

14 MR. SEYMOUR: Yes.

15 MR. RONSON: Of course secondary schools  
16 do, to some extent, I think, at the present time.

17 MR. SEYMOUR: Right.

18 MR. RONSON: Anything else?

19 MR. SEYMOUR: I would like to get on a  
20 point that you were pursuing before and that is the  
21 cost of education in regard to income tax or whether  
22 we should have the education paid totally by income  
23 tax or by the property owner through property taxes,  
24 and this field, in an area such as Toronto, fairly  
25 industrialized, fairly well off, the community can  
26 well afford cost of education and as far as I am  
27 concerned, they get a good education, the children  
28 get a good education, but when you go into communities  
29 that are having economic problems, like Cornwall,  
30 maybe some of our farm communities, maybe some of





1 our northern areas, can we honestly say that these  
2 people are getting the same education that the -- or the  
3 same good education that the person in the larger  
4 industrialized area is getting. Can the community  
5 afford to pay through taxation, property taxation,  
6 the kinds of money that are necessary ---

7 MR. RONSON: I think this is one of the  
8 misconceptions, because I think through the way this  
9 money is spread out, we can say this. I think we  
10 can say this, it is equalization both from assessment  
11 and equalization for instance, some areas get paid  
12 90 or 95 per cent, whereas the City of Toronto gets  
13 about 35 per cent. I believe that is correct, so  
14 this has already been done, and has been done for  
15 some time, and this is one way we are very different  
16 from the States, where this is not so in many States.

17 THE CHAIRMAN: The system is they take  
18 the assessment of the pupil, where they have a low  
19 assessment, they get the balance from the provincial  
20 government. Where they have a higher assessment,  
21 that comes down, so that equalizing is in terms of  
22 dollars.

23 Now this does not say that the quality is  
24 exactly the same throughout the province, but in terms  
25 of dollars it is equalized. It is an imperfect  
26 system, like all large taxation systems are imperfect,  
27 even graduated income tax structure and so on, is  
28 imperfect.

29 MR. SEYMOUR: One of the concerns that I  
30 have, and I know that a number of people in the





1 educational committee of the Ontario Federation of  
2 Labour have as well, is the type of instruction that  
3 our students are getting in that a student or a person  
4 comes out of high school into university, then into  
5 the teaching profession, without really having any  
6 knowledge of what is going on in the outside world,  
7 you know, what is happening, what is industry demanding,  
8 what type of jobs are we prepared to look for, and  
9 the lack of knowledge in that regard on the part  
10 of the teacher naturally is transferred to the student.  
11 Once again, this brings back the problem I mentioned  
12 before, that the student really is not trained for  
13 what they are doing, and this, I would think, is  
14 where some research money should be used and this  
15 sort of thing.

16 MR. TROWELL: I would like to direct  
17 a question to Mr. Archer, in connection with the comments  
18 you made about other taxation avenues open in the  
19 province. You mentioned the resources and I am  
20 wondering if you would like to elaborate -- is value  
21 added tax -- this type of thing, which you are thinking  
22 of?

23 MR. ARCHER: I think you have a provincial  
24 capital gains tax, your windfall taxes -- we would  
25 accept most of the Carter Report, we would even make  
26 a deal with the Federal Government, whereas they have  
27 the taxation power and <sup>allow them to</sup> make grants and aids, ---  
28 unconditional -- I think there is a whole unexplored  
29 field of taxation and at what point you tax people  
30 so much -- it constitutes -- this is the great







1 argument against the Carter report -- very seldom  
2 put forward -- of course by a trade union -- and we  
3 get into that category, we worry about it, but I  
4 think there is lots <sup>of room</sup> /there yet, and I assume ---  
5 even when we talk to some of the businessmen, they  
6 accept the fact they are going to be stuck with  
7 the capital gains tax, they can't avoid it -- but  
8 they are going to avoid it as long as they can,  
9 but I think there are many areas that Carter  
10 explored -- I don't think Smith in the Ontario one  
11 was nearly as progressive as Carter in his two reports  
12 -- it was quite conservative -- and the government's  
13 attitude is reflected in the Smith report brought out  
14 -- the Carter report and taxation there ---

15 MR. KERR: Mr. Chairman, I would like to  
16 ask Mr. Archer if you would think that an increased  
17 level of income tax would tend to increase absenteeism  
18 and tend to increase reluctance to do overtime;  
19 that management feels is essential.

20 MR. ARCHER: Yes, that is what we say --  
21 at what point does your income tax become so  
22 burdensome that you stifle initiative and this of  
23 course would depend on your advantage point, like  
24 too many of our trade union<sup>ists</sup> reach that point of income  
25 yet where they don't want to work -- because they  
26 have to pay too much income tax. I think we are  
27 a bit away from it yet, but other forms of taxation  
28 I think if you could close up some of the loopholes  
29 because they do a much better job in the States  
30 in closing up loopholes, then we do here, and in





1 other forms of taxation I think you would still --  
2 at the level you were talking about, working overtime  
3 and so on, I think at that level of taxation you  
4 cannot put much more burden on them, because they  
5 need all the money they get to bring up their  
6 families, and the graduated income tax would have to  
7 go on to the higher bracket and it is quite true  
8 many of them are heavily taxed already.

9 MR. KERR: I am referring particularly  
10 to the young single men who don't have too large a  
11 financial burden.

12 MR. ARCHER: Well, with the unemployment  
13 if they refuse to work overtime, I don't think it would  
14 do the economy in Canada a great deal of harm, plenty of  
15 people are willing to take their jobs -- but I have  
16 never found that to be a factor, let us say -- I will  
17 put it that way -- everytime I go into a cocktail  
18 party, and I open my mouth and say something about  
19 my income tax, I know the answer I am going to get,  
20 they will say, well give me your wages and I will  
21 pay the income tax gladly. Of course they wouldn't  
22 pay it any more gladly than I do, but you know, it  
23 is useless arguing about it.

24 THE CHAIRMAN: A fair exchange of human  
25 nature.

26 When you are talking on all levels of  
27 education, wouldn't you be creating an administrative  
28 monster?

29 MR. ARCHER: Isn't that basically what we  
30 are doing now?





1 THE CHAIRMAN: Maybe it is monstrous  
2 enough. Do you suspect it would be more monstrous?

3 MR. ARCHER: Well I realize that the  
4 theory of diminishing returns, you know, at some  
5 point, instead of being more efficient we become more  
6 costly, we think for efficiency purposes -- it seems  
7 to be a good idea and we have spelled out how it can  
8 be broken down, so that some local initiative -- that  
9 Mrs. Farr was talking about -- could be maintained  
10 but for general purposes, I think the provincial  
11 government is headed that way anyway.

12 THE CHAIRMAN: Would this reduce the cost  
13 of education?

14 MR. ARCHER: Well, we would hope it would  
15 reduce the administrative costs, and if it didn't,  
16 then if we found it did not, then we have reached that  
17 point where -- I mean ----- (inaudible)

18 MR. ARSENAULT: If property taxes were  
19 reduced, say 50 per cent, would you take it with the  
20 increased cost of well, health and welfare, that  
21 eventually a municipal government would bring back  
22 the taxes to the level they are now.

23 MR. ARCHER: I think the tax structure  
24 is wrong. I hesitate to go too far into it, because  
25 I realize the terms of reference -- it is not in the  
26 terms of reference for you, but obviously the  
27 municipalities have not got the taxation they need,  
28 they are depending on grants and aid, and outright  
29 grants from senior levels of government, and the  
30 costs continuing to rise, rather than a reason for not







1 doing it, of course, seems to be a good reason for  
2 shifting the main burden of educational costs up to  
3 the higher levels of government, because if you don't,  
4 I think the municipalities are going to be strangled  
5 with the costs.

6 MR. ARSENAULT: What is the limit -- the  
7 corporation today is paying fifty cents on the dollar  
8 and -- of income -- and then another 15 per cent of  
9 what is remaining to get the money out of the  
10 corporation -- that is the effective rate of 60 per cent  
11 now, which is pretty high.

12 MR. ARCHER: Yes.

13 MR. ARSENAULT: To raise the additional  
14 eight hundred million.

15 MR. ARCHER: Well you are back on the old  
16 question, equity *versus* initiative. At what point  
17 in trying to maintain equity or get equity, do you  
18 stifle initiative -- I suppose it depends on your  
19 vantage point -- a businessman who would be willing  
20 -- not all of them, but he would be willing to have  
21 a lot less taxation, perhaps corporation taxation,  
22 and trade unions -- inaudible ---

23 THE CHAIRMAN: Thank you very much,  
24 gentlemen. We appreciate your brief and taking the  
25 time to come and speak to us. Thank you very much.

26 MR. ARCHER: Thank you.

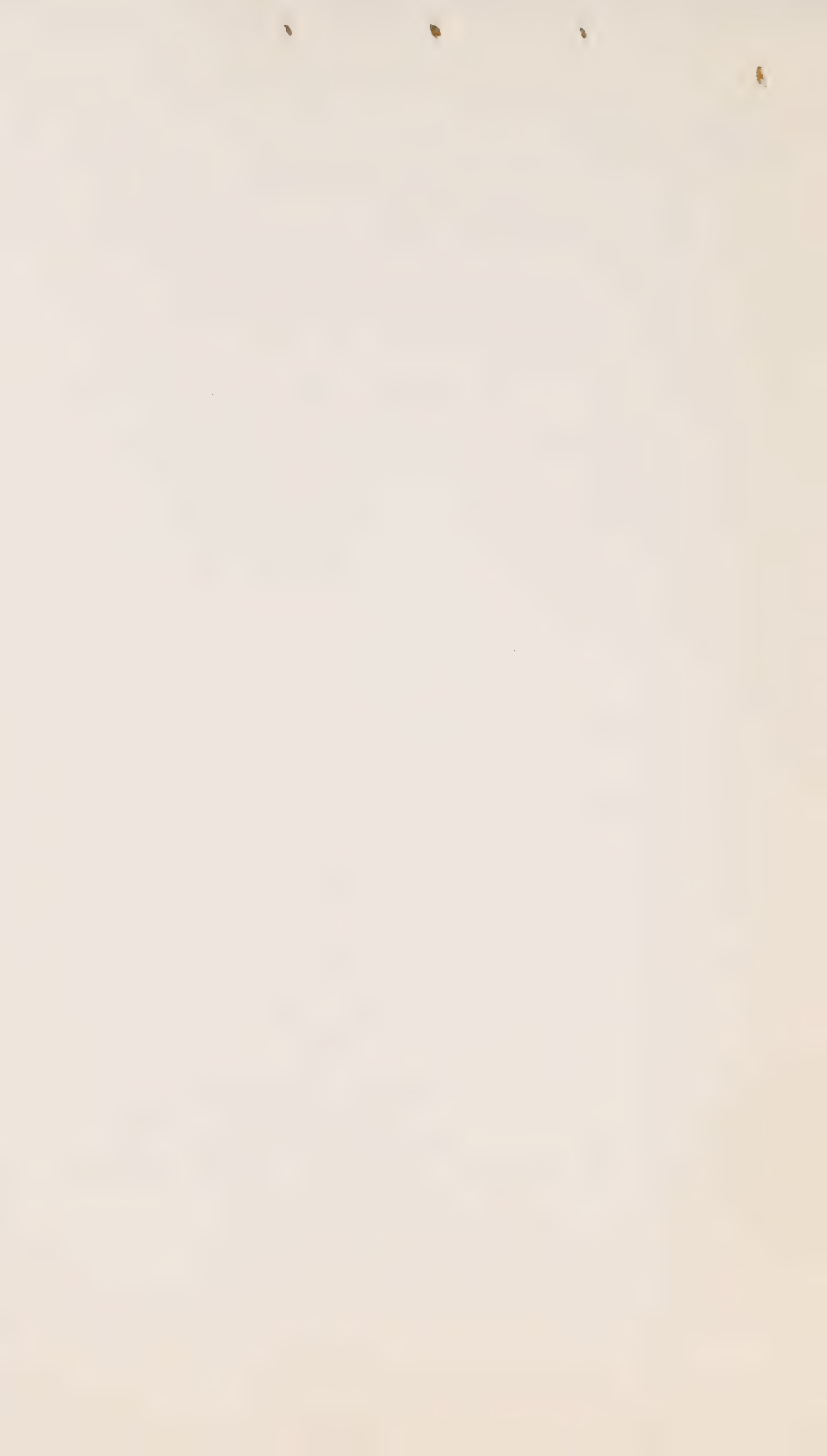
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Toronto, Ontario

Organizations & Groups Brief #25

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LABOUR COUNCIL OF METROPOLITAN TORONTO

THE CHAIRMAN: Mrs. MacDowell, we thank you for your brief, and for coming today. Would you please introduce the gentleman with you, and if you have anything to add to your brief, would you do so, and then we will have some questions.

MRS. MACDOWELL: This is Mr. Lobinsky(?) the executive secretary for the Labour Council, and you requested somebody make a statement about what our organization does. Mr. Lobinsky will do this, and then afterwards we will answer any questions.

MR. LOBINSKY: Mr. Chairman, members of the Committee, the Labour Council of Metropolitan Toronto, -- the municipality to the Ontario Federation of Labour -- we represent over 300 affiliated local unions in the Metropolitan Toronto area, with a comprised membership of about one hundred and fifty thousand members. Our primary interest is all that affects our community and the geographical area of Metropolitan Toronto. Our activities in the field of education extend to a number of fields, one of them of course is the internal education of officers, stewards, to perform the administrative unions of the credit unions movement, in addition to it, we are concerned with everything that affects the field of education as parents, as citizens, as members of the community, and we participate in a number of advisory committees in Metropolitan Toronto







1 area through our representatives who work together  
2 with representatives, management, and the trustees  
3 in the vocational school system.

4 We have been concerned with the educational  
5 problems generally speaking, that is the reason  
6 why we are here, before you today. Thank you very  
7 much.

8 MRS. MacDOWELL: Mr. Chairman, members  
9 of the Commission, I take it you have all read the  
10 brief, so I will just go over it very briefly.

11 You will notice on page one, after I  
12 outline what the Labour Council was, I also expressed  
13 some interest in what the area of work was -- the general  
14 motivation behind -- the general theme in the brief,  
15 I hope you realize, was in the discussion of recent  
16 changes in the needs of educational spending. We  
17 are trying to point out that our position, when it  
18 comes to-- say the cost of education -- is that the  
19 classroom situation should be the service as much as  
20 possible -- in other words, first priorities are  
21 in spending for teachers and supplies, because we  
22 feel that these are the main elements in the  
23 education of children.

24 We also stress at the same time that we  
25 felt there were examples at times -- administrative  
26 topheaviness, that if we thought could be evaluated  
27 and that it was probably a perfectly reasonable  
28 thing that this has developed within our educational  
29 system, and somehow I think it should be examined  
30 critically, particularly by a body such as yours --





1                   We also stress that we felt flexibility  
2           in the administration of the educational system was  
3           actually    necessary particularly if we are going  
4           to have a system which is any way relevant to our  
5           future needs, where I think people will have to be  
6           given facilities whereby if they have to change  
7           jobs, or have to retrain, that they are able to do  
8           this.

9                   We felt while people -- are children  
10          in the elementary and secondary school system, that  
11          the same idea of flexibility should be carried out  
12          and suggested that perhaps concept of work study  
13          programs could be evaluated. I believe Mr. Weisbach  
14          mentioned the North York program and previous  
15          studies with vocational students ---but I think this  
16          is in a very preliminary stage.

17                   I was at a meeting recently where they  
18          were talking in terms of possibly giving the students  
19          in high school the opportunity of taking two weeks  
20          out in the winter months of one or every year, to  
21          go into a work situation and I was -- would hope  
22          that it would not only be in a factory, for -- or an  
23          office -- which is very good, but that perhaps students  
24          could see what government does and see what some  
25          of the arts groups, which is the St. Lawrence Centre  
26          for the Arts do, in getting to work projects like  
27          this, because this is part of the world. Most people  
28          are not just working in a simple way, which I think  
29          most students feel.

30                   The other point we wanted to make was that





1 we felt the education system should probably be  
2 financed by a generous grant system -- in the long run  
3 -- in the short run, we made comments on the present  
4 system and of course because we represent  
5 Metropolitan Toronto and the municipalities, we felt  
6 that perhaps the level, the provincial grant to  
7 Metro Toronto should be re-evaluated, it should be  
8 recognized that Toronto schools are providing  
9 specialized kind of services and that this is  
10 necessary -- it is probably more efficient to  
11 centralize these kind of special services in the  
12 province, in the Metro area, and that this should be  
13 taken into consideration.

14 One more point about the flexibility  
15 in administration was that we felt that local  
16 boards must be consulted, when it comes to spending,  
17 because local boards have the special needs -- this  
18 has become particularly apparent to the Labour Council,  
19 which we have been following recent events, is the  
20 budget and I think the times indicate that people  
21 are becoming more caught up in their community and  
22 are looking to their local boards and if their  
23 provincial government -- the education department in  
24 any way -- going to keep up with these trends, they  
25 are going to have to allow some kind of flexibility  
26 at the local level -- I realize there is some  
27 flexibility now but I think a number of local trustees  
28 are concerned that perhaps it is becoming more  
29 self realized -- this is primarily an administrative  
30 thing, and I think possibly a meeting like this







1 is best able to cope with these questions.

2 The only other thing I want to say is  
3 that of course the whole case of events surrounding  
4 costs of education in recent weeks has been very  
5 fast -- in fact before the final brief was sent in,  
6 we had to make some changes, because some of the things  
7 we were saying were likely to change, so I hope  
8 you will ask in your questions -- keep this in mind --  
9 that there may be some things that are not accurate.

10 I would just like, in conclusion, to  
11 remark upon the letter that I saw in the Globe and Mail  
12 a couple of days ago, which is talking about the  
13 administrative costs with, -- some teachers pointed out  
14 that recently 21 senior administrative positions had  
15 been advertised, and they estimate how much this  
16 would involve in salary, and they felt that given  
17 the facts, that there are some teachers who are  
18 very insecure in their jobs, that perhaps these  
19 kinds of positions will have to be re-evaluated,  
20 and I think -- we would concur with this  
21 approach, anyway.

22 DR. PHILLIPS: There is a question I  
23 would like to ask. The statement on page one, of  
24 the brief. "We are confused since many substantial  
25 budget cuts have been made or are in the process of  
26 being made."

27 I wonder if you would elaborate on that  
28 a little bit. Do you mean to imply that there have been  
29 actual cuts in the budget, below the 1971 levels?

30 MRS. MacDOWELL: Having read your terms





1 of reference, I found it difficult to see why the  
2 provincial government had moved so quickly to make  
3 predictions about the budget cuts for 1972 and 1973  
4 before your committee reported, because I think  
5 anything you would say, it would of course affect  
6 that.

7 DR. PHILLIPS: I can sympathise with  
8 your point of view, that the committee and the  
9 government may not be exactly in pace, but that wasn't  
10 so much what I had in mind. It was just to establish  
11 the fact as far as the budgets are concerned for 1972,  
12 when you said the cuts, I just wondered if you  
13 meant to imply that they had been cut below the '71  
14 level.

15 MRS. MacDOWELL: No, I was just interested  
16 in the terms of reference; I am not dealing with the  
17 current situation.

18 DR. PHILLIPS: Then on page 3 then, the  
19 third paragraph, you go on to say, "We understand  
20 the province has reduced its educational budget and has  
21 told school boards in Metropolitan Toronto to cut  
22 costs by millions of dollars this year and in 1973."

23 Does that imply an absolute cut?

24 MRS. MacDOWELL: What do you mean 'absolute'?

25 DR. PHILLIPS: Well, relative to last  
26 year -- cut in a number of dollars below -- what has  
27 been received in the previous period.

28 MRS. MacDOWELL: Well, I am sort of on  
29 the fence. I don't know the specific figures for  
30 last year, if that is what you mean. I know that





1 the boards feel that they are faced with a cut in  
2 what they are allowed to spend and this is creating  
3 some problems for them.

4 THE CHAIRMAN: Do you think the amount  
5 they are allowed to spend has been reduced?

6 MRS. MacDOWELL: No, I think they are  
7 trying to keep it level, aren't you, but that this  
8 is -- in other words, it is not continuing to rise --  
9 you are trying to level it off, but it will have the  
10 effect --

11 THE CHAIRMAN: That isn't what we have  
12 said. We are studying this.

13 MRS. MacDOWELL: Yes, but he asked me ---

14 MR. RONSON: I think the problem here  
15 is, what is being attempted by the government, and  
16 your question whether it was right or wrong or not --  
17 but what is being attempted -- is not reducing the  
18 amount of dollars that is available, but is reducing  
19 the rate of increase that there has been over the  
20 last few years. This is the question.

21 MRS. MacDOWELL: Yes.

22 DR. PHILLIPS: I think it is rather  
23 important that we understand this clearly. The  
24 boards have not been told to cut costs by millions of  
25 dollars, and if you are under the impression ---

26 MRS. MacDOWELL: What I meant by that,  
27 I assume that given the rising levels they probably  
28 were perhaps projecting some kind of increases ---  
29 I think it is good that they are having to  
30 re-evaluate. I just feel that the method was -- you







1 know -- it is probably not the best way either for  
2 them or for the government, or for the effect it will  
3 have, particularly on the classroom situation.

4 THE CHAIRMAN: What effect has it had on  
5 the classroom situation?

6 MRS. MacDOWELL: I have been talking to  
7 some teachers and I understand their budgets are being  
8 cut and of course the jobs for teachers -- it is  
9 a very -- I gather now that teachers with permanent  
10 certificates are pretty safe, but of course there are  
11 a number of teachers who have taught one year and  
12 have one more year to go, for their permanent certificate  
13 -- I also indicated that I felt planning in this  
14 area which is the greater thing -- this would involve  
15 the College of Education and the number of enrolment  
16 over say the last five years, I find this  
17 inexcuseable, that there wasn't some earlier indication  
18 that there were going to be too many teachers -- you  
19 know they should have been channelled into something  
20 else. For one thing, I think you should get people  
21 who really want to teach and for another thing I  
22 think it is just much healthier for the whole  
23 educational system -- I think it doesn't create the  
24 kind of crisis which I feel exists now.

55

25 Now, I don't have the access to your kind  
26 of budget information, but you know from doing  
27 some work with the brief, and talking to school board  
28 trustees and teachers and administrators, I have  
29 got that much of the problem and I hope when you  
30 read our recommendations, you will have some levelling





1 in the future.

2 MRS.FARR: Mrs. MacDowell, do you feel  
3 that we are spending about the right amount of money  
4 on education now, or should we be spending more or  
5 should we be spending less?

6 MRS.MacDOWELL: I think probably I think  
7 I said in the report that probably people do not  
8 mind paying at the level they are now paying.  
9 But I think the government is aware that there has  
10 been some criticism as to how to spend. I think  
11 they have publicly -- I think Mr. Davis being education  
12 minister and as premier, has mentioned, and certainly  
13 the public should be able to be given a more  
14 accountability in the next few years about where the  
15 money is going. I did make some general suggestions  
16 where I thought budgetting expenditures could be  
17 evaluated. One was in the whole approach to  
18 school buildings. I don't think they should be --  
19 I think they can be simpler, simpler than they  
20 are. Part of the reason I feel that, is the  
21 philosophical one, which is I don't think you should  
22 stress the building in education quite so much as  
23 the classroom situation. The other thing I suggest  
24 is, I think was, I think I made a suggestion about  
25 OISE, that I thought the idea of OISE was extremely  
26 valuable, and long overdue, but I felt that kind  
27 of expenditure could be better implemented if  
28 teachers were more in touch and if these facilities  
29 were used more, I suggested that the use of  
30 educational television for instance could be





1 -- well, administer the whole problem -- could be  
2 administered in such a way that there wouldn't be  
3 any under-utilization in thinking some schools should  
4 again question this, I think there are some schools  
5 where teachers feel, either they are not quite sure  
6 how to use the equipment or there are all kinds of  
7 administrative procedures they have to go through  
8 and I don't -- it was this kind of flexibility  
9 in administering funds that I was trying to get at.

10 MRS.FARR: Yes, I understand that. It is  
11 not the total amount of money being spent, but you  
12 feel there are ways such as you suggested, for  
13 spending differently and perhaps saving in some  
14 areas, so it would be available?

15 MRS. MacDOWELL: I mentioned also  
16 I must confess I do not know a great deal -- I believe  
17 they are what used to be called inspectors -- I think  
18 they do a very necessary job too. I just don't know  
19 that whether the number or this kind of thing cannot  
20 be re-evaluated. Of course where the cost of  
21 education is being borne, the position we take at  
22 the Labour Council, we did so in conjunction with a  
23 number of important organizations in '71, and  
24 presented them to the government -- the fact that the  
25 best way of raising money for education costs  
26 is to put it on property, and our position together  
27 with the Federation of Labour is that money for  
28 education costs must be raised through a more  
29 equitable manner, and we can't think of any better  
30 way than graduated income tax.







1 MRS.FARR: If the hundred per cent  
2 of the cost of education came from the province  
3 would you think it would affect the autonomy of the  
4 local boards -- decision making of the local  
5 community, or would you be concerned about that?

6 MR. LOBINSKY: Well we are going  
7 gradually into more centralized administrative  
8 as well as spending decisions. Toronto, for an  
9 example, I presume about 55 per cent of the school  
10 budget is within the control of the Metropolitan  
11 Toronto School Board, which is, in essence, a  
12 regional authority. The same goes for a number of  
13 other areas, where the division of authority is  
14 now spread to regional boards of education as well --  
15 how that affects local initiative and local control  
16 -- it is something that we will have to grapple with.  
17 Again the same story by Mr. Archer in his other brief,  
18 and that is the problem of proper balance between  
19 the efficiency and the problem of control at the local  
20 level, something the governments will have to grapple  
21 with and come up with. But the trend is there.

22 MRS.MacDOWELL: I think just to make it  
23 more clear, it seems to me the present system  
24 I think you said -- in a poor area with lower assessment,  
25 that you then gave them back 95 per cent, and another  
26 area where they have a higher system you give back  
27 lower amounts. It seems to me that if this is  
28 true, that the provincial government in effect has  
29 some control over how the allocation of moneys,  
30 and it seems to me that if you had it under a taxation





1 system you could make a systematic system of  
2 provincial grants back to the local board, with the  
3 understanding that they would be free to use this  
4 to meet their local needs.

5 Now this involves two things. It is  
6 a matter of administration, but it is also a matter  
7 of attitude. I think there has to be a definite  
8 commitment on the part of any government that they  
9 really want to have an educational system which is  
10 not state controlled, but I think we have a very  
11 good record in Ontario, and you know, I am sure  
12 that this can be continued, if you change the base  
13 of your taxes.

14 MR. KERR: Mrs. MacDowell, in the middle  
15 of page 2, you have made, what I would term a  
16 very constructive suggestion that on-the-job training  
17 become an integrated part of secondary school  
18 education.

19 At what wage level would your council  
20 be willing to see people start who were totally  
21 inexperienced and who were receiving part of their  
22 education as on-the-job training?

23 MR. LOBINSKY: It is very easy to be  
24 the collective bargaining  
25 taken care of by / process -- of course this is not  
26 an easy way as you know -- training and movement as  
27 such -- is the human institution and because of that,  
28 it is probably prone to the same fallacies of every  
29 situation in society, but at the proper level of  
30 education, if there is an acceptance to gain,  
we are working in that way, I think the collective





1 bargaining process will probably establish rates  
2 the way you can establish them in service trades  
3 for summer school students for example, they are  
4 employed by supermarkets or for summer school students  
5 employed all over the province, there are special  
6 rates set, special benefits and there are advantages  
7 both to the people concerned and to the students, that  
8 is advantages to the employer and also not diminishing  
9 -- the direct benefits -- that the collective bargaining  
10 process gained.

MR. KERR: You feel, Mr. Lobinsky this  
11 has to be settled location by location to the  
12 mutual benefit of all the parties concerned?

MR. LOBINSKY: Industry by industry  
13 and location by location, and it has been done so.

MR. KERR: Is it also part inferred as  
14 part of these recommendations that special emphasis  
15 be placed on slow learners and retarded people with  
16 such a program?

MRS. MacDOWELL: We see -- you have to  
17 be very careful, because I would not like to see this  
18 being interpreted as a way of streaming -- I think  
19 there is too much of that in our system at the moment --  
20 what I was thinking in terms of were -- when he  
21 mentioned job rates, something would be determined  
22 on a collective bargaining force -- we talk about  
23 someone who has now finished school and into a job.

What I was thinking more of, was the  
24 work study idea, where students, whether they be in  
25 the academic or commercial or vocational stream,  
26 at high school level, had an opportunity to -- as part







1 of their program, of going out into a job, shall we  
2 say two weeks, three weeks, in the winter, and, I mean,  
3 this would be with the co-operation of people working  
4 and managing, but to observe and just to see what kinds  
5 of jobs people do in society, when they are adults.

6 There would be a--- a meeting I was at,  
7 for instance, there was some question made -- some  
8 of the vocational students -- and perhaps it might be  
9 a good idea for academic students to have a chance to  
10 go into a factory because it is very unlikely that  
11 a student say in North Toronto is going to end up  
12 working in a factory, and that is, in itself, is  
13 educational, or they might be able to have an  
14 opportunity to go and work in an office, a  
15 government -- which would be different than if they  
16 worked in an office of a retail store -- they might  
17 be able to go and work backstage at the St. Lawrence  
18 Centre for the Arts, if there was a chance that they  
19 might end up at the Ontario College of Art.

20 In other words, you use the facilities  
21 in the community to enrich children's education and  
22 it seems to me that this is possible and it de-emphasises  
23 just memorizing and teacher to student relationship.

24 THE CHAIRMAN: Thank you very much, Mrs.  
25 MacDowell. We appreciate your brief, and thank you  
26 for appearing here today.

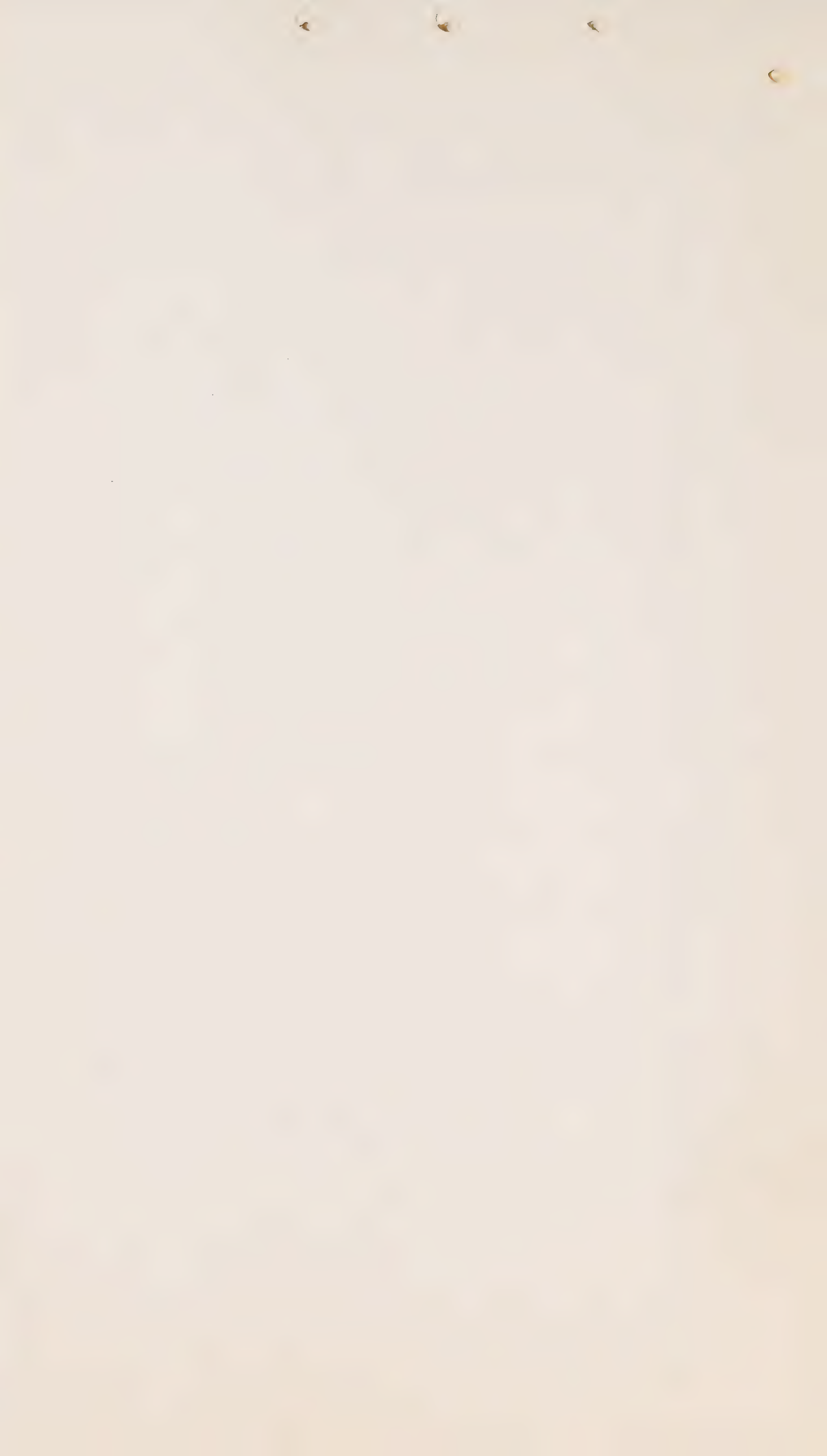
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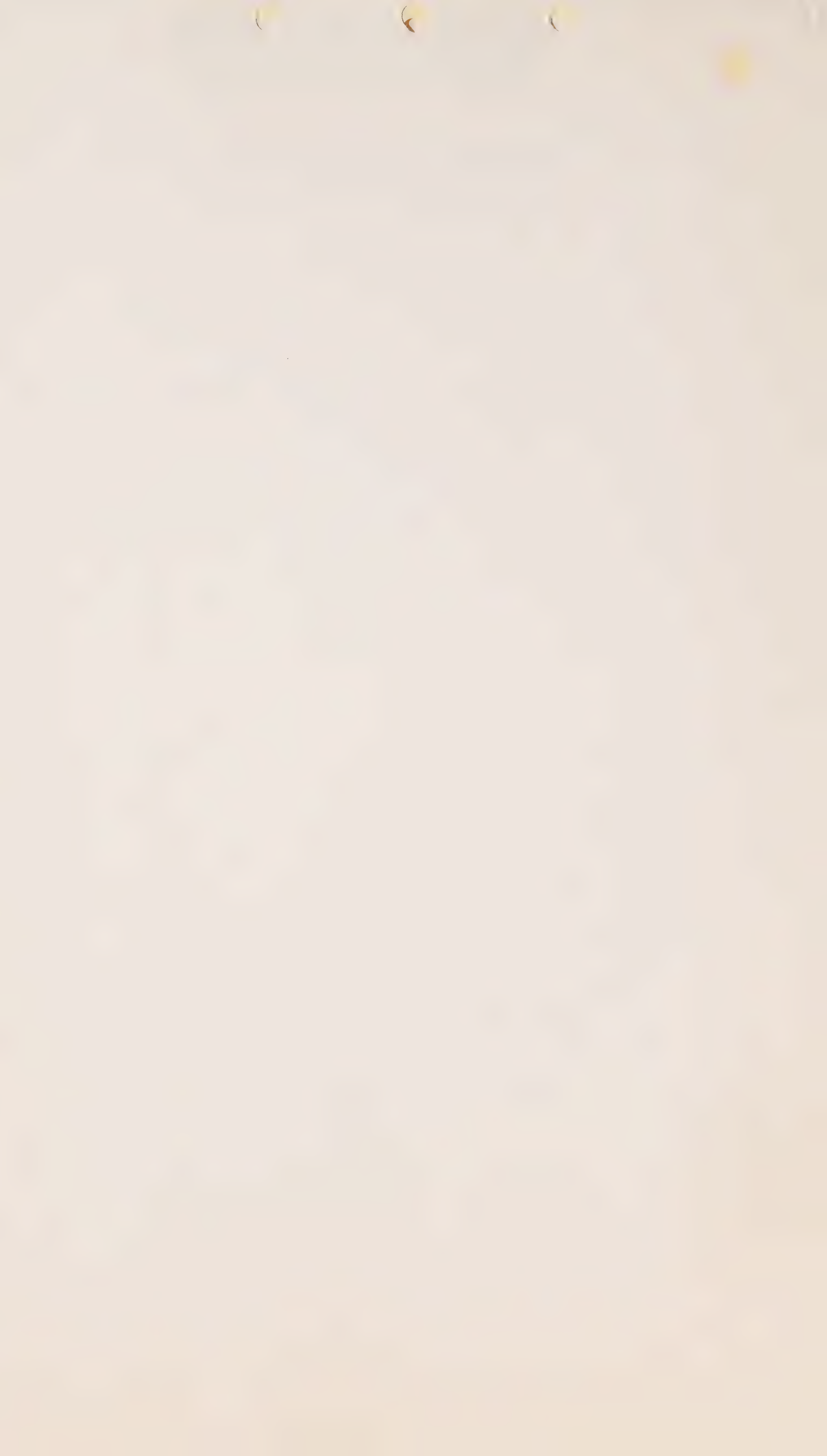
PEEL COUNTY EDUCATORS' ASSOCIATION

1 THE CHAIRMAN: Mrs. Beckingham, we are  
2  
3 pleased to have you here today, and appreciate you  
4  
5 putting in a brief. We have read the brief. Would  
6  
7 you introduce the two gentlemen with you, and then we  
8  
9 will get into some questions.

10 MRS. BECKINGHAM: We appreciate the  
11  
12 opportunity to appear before you and we realize the  
13  
14 formidable task that you people have. We don't have  
15  
16 any pat answers for solutions for you. We have some  
17  
18 criticisms, we have some thinking that we have done,  
19  
20 in this area.

21 On my left is Mr. Neil Davis, past  
22  
23 president of Peel County Educational Association  
24  
25 and a teacher of an elementary school in Peel, and  
26  
27 on my right, Ernie Kykmister, principal in Peel  
28  
29 County, and also the principal of the Educational  
30  
Association, our association -- combines the efforts  
of the two local elementary school federations and  
we work together as men and women with our prime  
interest to provide the best educational system  
we can for our young people.

We have several aims and objectives, but  
I know that you are behind, so we will not go into the  
details on those. We talk in our brief about agreeing  
with the thought that educational costs have  
spiralled considerably over the last few years, and  
we are not quarrelling with the fact that school  
boards have less money to spend in the area of



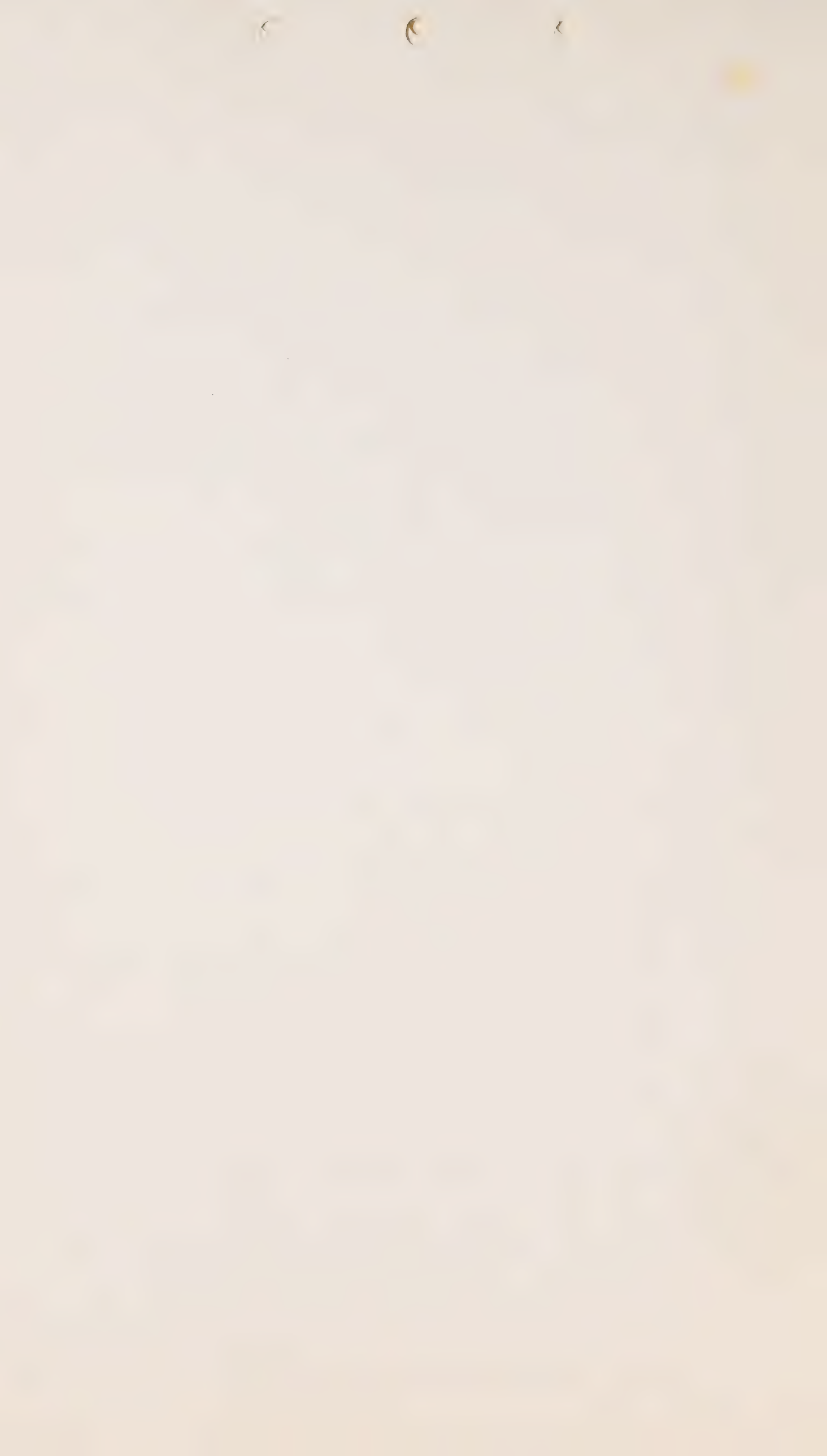




1 grants than they ever had before, in fact, in the last  
2 year they have had more. We are quarrelling with the  
3 fact that in Peel County we have a specific problem.  
4 We are what is sometimes termed as the bedroom  
5 community for Toronto and we are undergoing a  
6 tremendous rate of growth, which means that new  
7 schools are being opened every year, both elementary  
8 and secondary school level, and growth brings with  
9 it a great many problems.

10 We are very fortunate in Peel, that we  
11 have been involved as teachers in budget considerations  
12 and in helping the administration and the trustees  
13 set priorities and this has been a very worthwhile  
14 experience, we think, in both points of view.

15 We can't agree that education costs are  
16 going to decrease. We feel that more and more  
17 responsibility is being delegated to the educational  
18 system by the community at large and if the schools  
19 are going to accept more and more jobs, then somehow  
20 or other, more and more money is going to have to  
21 be available to be spent. As teachers we have a  
22 philosophical idea of what should be the best  
23 educational system, As taxpayers, we realize  
24 that we are faced with the world of reality  
25 in which people feel they are paying enough right  
26 now. We know that we are competing with welfare  
27 and with other demands on provincial money and on  
28 taxpayers' money, and I think we have to look  
29 realistically at the whole system of education and  
30 whether it is the best system that we can provide for





1 the dollars being spent on it.

2 We know that in the next few years the  
3 only way in which less money will be needed in the  
4 schools is with decreasing enrolments and our  
5 prediction over the next few years is that the  
6 elementary school enrolments will decrease, while  
7 the secondary school will increase, and whether  
8 dollars will be saved through that means or not,  
9 we feel that increased demands, different modes  
10 of teaching, different expectations, from the  
11 community and from the students, will eat up  
12 any dollars that are available.

13 We are concerned too with the fact  
14 that year after year people are being trained in  
15 universities and institutions of higher education  
16 and now they are without work. We feel that  
17 education being one of the service industries we  
18 have to look at ways to find the jobs for these  
19 people, and can read as far back as the 1930's  
20 and there was alienation philosophy that people  
21 have to work to be satisfied with living day to day.

22 The government is paying the cost of  
23 community colleges, extensive grants to universities,  
24 and certain institutions, this very institution in  
25 which we are now sitting, the Ontario Government  
26 must share the responsibility of trying to meet  
27 correlate supply and demand, -- we have even  
28 discussed the possibility of having schools operate  
29 on a two-shift system, with one group of people  
30 being trained to take the education angle of the



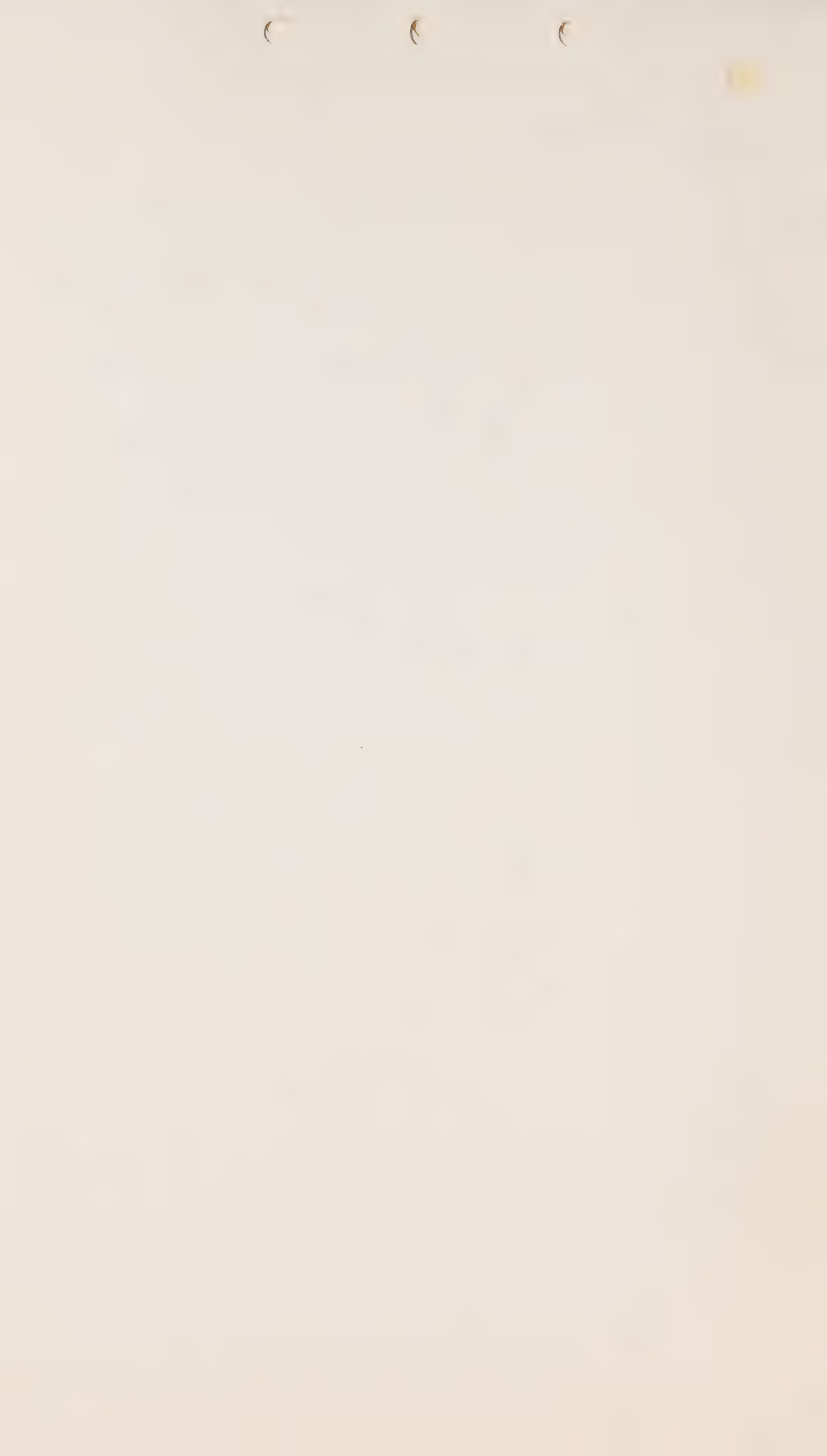


1 school, and another group coming in for another  
2 part of the day to look after recreation and community  
3 needs. We have done a great deal of philosophizing  
4 and the more you get involved the more time you can  
5 spend. In our particular -- peculiar situation we  
6 are a very large county board and we realize that  
7 in setting up county boards, aims and objectives  
8 were substantial -- the question whether we have  
9 realized -- perhaps the tax base has been realized  
10 throughout the county.

11 Perhaps the average quality of education  
12 has been improved, but as teachers we feel that  
13 the average quality must be improved considerably  
14 beyond average if the students are to benefit and  
15 that is our prime concern.

16 We find that services that we once  
17 enjoyed as smaller more compact boards, are now  
18 being forced with the same numbers over the whole  
19 county, so these are really less of a service to us  
20 and if either of the gentlemen want to comment on  
21 that, that is fine.

22 Attendance counselling and psychology  
23 service is two prime supportive services to teachers  
24 and to students and to parents, and parents are just  
25 beginning to realize the importance of psychological  
26 services, and the help that they can gain from them.  
27 At one time there was some stigma attached to this  
28 particular service, and now it is something that  
29 has been accepted by parents and they are seeking  
30 help, and you may have as long as two, three months'







1 delay and where you could have played a preventative  
2 role you are now dealing with a crisis situation.  
3 We need to have these services available to us on an  
4 emergency measure.

5 Teachers too are experiencing increased  
6 demands, they are expected to play a variety of roles  
7 in the classroom. The whole position of being a  
8 teacher has shifted, and teachers have not really been  
9 trained for this, and we feel that some means has  
10 to be found whereby teachers can be updated, and made  
11 ready for the roles that are placed on them.

12 As we stated, there is no money for  
13 long-range planning, for time to sit back and do  
14 research on programs that are in effect. We really  
15 have become crisis-reaction systems -- you know,  
16 trying to date a plan for tomorrow, not planning  
17 ahead.

18 The whole problem of individualized  
19 instruction costs money. As teachers we believe that  
20 this is the way to teach and to learn. We no longer  
21 have Johnny Average in the classroom. We are dealing  
22 with thirty to thirty-six, sometimes even forty  
23 Johnnies and they are all at different levels and  
24 we accept this, and parents and young people have  
25 come to expect it, and it costs a great deal to  
26 provide it.

27 We question the effect of the ceilings  
28 on the local autonomy of school boards and maybe at  
29 some time in the future, school boards won't even be in  
30 existence. We do not know. We are saying we haven't





1 time to sit back and look at what the future might  
2 hold for education.

3 We are concerned that if a school board  
4 wishes to raise money to improve the system it has,  
5 it should be allowed that privilege. We look at  
6 secondary school programs which in the last two or  
7 three years, especially since living and learning  
8 became public, many many things have happened here.  
9 We have classes with twelve students, classes with  
10 forty students, but now we are providing a very  
11 broad spectrum of classroom offerings, and students  
12 and parents again have become accustomed to expect  
13 these, and with budget restrictions some of these  
14 have had to be cut back because the size of the  
15 class limits the amount of money available -- you  
16 know, if we are operating small classes to answer  
17 certain needs.

18 The whole question of post-secondary  
19 education and the amount of money spent on it, -- we  
20 are asking you to look seriously in our recommendations  
21 at such things as the money assigned to OISE.  
22 We feel that some of this money could be spent in  
23 here and now research that would definitely benefit  
24 the schools and children in them. We are asking  
25 you to look at the money spent on educational  
26 television and then to look at the number of schools  
27 across this province which can benefit from educational  
28 television because they do not have the proper  
29 facilities or equipment. Very very few schools have  
30 video tapes systems built into them, so that the





1 teacher can provide programs when she is at that  
2 place in the program, and that may not happen in two  
3 rooms together in a school.

4 We are asking you to look at the regional  
5 offices, particularly in the southern end of the  
6 province. These offices may provide a very worthwhile  
7 service to some of the communities. In the northern  
8 end of the province we do not feel that we really  
9 get dollar value from them.

10 It was interesting to hear the group  
11 before us comment on students being able to work,  
12 secondary school students being able to work as they  
13 were learning. We think that kids become turned  
14 off very easily in school today and that an earn as  
15 you learn situation might be an answer to some  
16 of these problems. Look how many of our young  
17 people are dropping out of school for a year and  
18 then coming back, once they realize that pumping  
19 gas, jockeying cars, or what have you, isn't what  
20 they want to do for the rest of their lives.  
21 We feel if there was some way in which programs  
22 could supplement what is being offered in the schools  
23 in business, in industry, perhaps even in schools,  
24 themselves, this might be a solution. And then the  
25 whole aspect of what is priority of the schools  
26 is education. The priority -- shall we be concerned  
27 with the social aspect, should we be concerned  
28 with helping families and parents receive counselling;  
29 should we be providing recreational facilities --  
30 what should we be doing and if it is agreed that







1 all of these things belong to the schools, then  
2 I think the money should be funded and the proper  
3 agencies -- when you look at the amount of money spent  
4 on education, and think how much of it is for  
5 recreation and library services, for health, etcetera,  
6 and how much of it is really for education, you  
7 begin to question this.

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8 One thing that we do feel that should  
9 be considered is that school boards be encouraged  
10 to develop some type of internal control, whether  
11 it is on management by objective situations or not,  
12 we feel that the people to whom we entrust our  
13 system of education should be accountable for the  
14 way in which the money is spent, rather than  
15 having external controls.

16 MR.DAVIS: If I could just comment briefly  
17 on page 5 of our brief, "Individualized Instruction"  
18 in the classroom. When the question of pupil-teacher  
19 ratio or effective class size comes up, as it  
20 frequently does, some non-teacher will suggest  
21 that as a teacher I can teach a far greater number  
22 of people than I am, and I think what is the problem  
23 there, is that the description or the definition  
24 of what I mean by teaching -- I can lecture a hundred  
25 and fifty children at a time, but I don't consider  
26 that teaching, and even now with a relatively good  
27 pupil-teacher ratio, and the situation in Peel County,  
28 the frustrations we teachers go through daily,  
29 because we haven't reached some kids, or some kids  
30 have been lost of the shuffle, will only be increased





1 if we are forced, in order to cut costs, to increase  
2 the number of students I have in my classroom.  
3 And what is happening is a certain psychopathy  
4 between philosophy and the practical when I see my  
5 job as being to meet the needs of each child, as a  
6 person, as an individual, because of the pressures of  
7 time and class size, I am often forced into the role  
8 of lecturer, and dispenser of information rather  
9 than teacher, and I think non-teachers have to be  
10 aware of the frustration we go through with large  
11 classes.

12 MR. RONSON: Are you ready for some  
13 questions? It is such a broad subject that you  
14 brought up that I do not know where to hold my nose  
15 and dive in, but I will try it anyway.

16 Some of the things you have suggested  
17 would decrease costs, other things would increase  
18 costs. There is no way to show it right now, but  
19 I can think in total, that the cost would increase.  
20 As I understand it, you are advocating that local  
21 school boards have the right to increase costs  
22 above the ceiling -- that is to the tax above the  
23 ceiling in order to get this money. Is that  
24 understanding correctly?

25 MRS. BECKINGHAM: Well, Ernie has a  
26 few comments.

27 MR. RONSON: Maybe I should ask my  
28 question first. Let us assume that is not right  
29 for the moment. What about -- has the government  
30 then, and have the boards of education then so





1 completely misread the public in the sense that  
2 Canada at the present time is spending over 8 per  
3 cent of those national product on education -- this  
4 is the highest percentage in the world, and it  
5 seems that the government has sensed the public  
6 is not satisfied with the board of education's  
7 spending, but rather would like to assist, the  
8 boards have priority, in order to slow down the  
9 rate of spending.

10 Have people misread the public in this  
11 or have they not?

12 MR. KYKMISTER : I can reply in  
13 part to what you have asked. I think that the  
14 public objects to the manner in which the money is  
15 extracted. We have used the property tax as a  
16 basic source for quite a long time, even though  
17 now the grants make provisions for better than half  
18 of the budget. Still the property tax is a  
19 regressive tax and I think the number of people  
20 who have fixed incomes particularly, or the lower  
21 income bracket, find it onerous and so because of  
22 the conspicuous nature of the education item on  
23 their tax bills, they see immediately and retaliate.

24 I would submit that ---

25 MR. RONSON: You think if it was hidden  
26 it would be ---

27 MR. KYKMISTER : No, I don't think if it  
28 was hidden, but I think if you take your money  
29 from the corporate income tax, and personal income  
30 tax, you come more closely to where education can







1 be seen as a valuable entity, and it is more closely  
2 related -- it has been, at least in the past, as  
3 one's education improved, one's capacity to earn  
4 improved, and correspondingly one would be able  
5 to finance education for someone else, or one's  
6 children better. I think it would be hard to  
7 persuade a 70 year old person that that was  
8 equally true of their property tax. That is  
9 my point.

10 I also feel that if you were to look  
11 at the public's demands, apart from their comments  
12 of the cost, they are incompatible. The demands  
13 for quality education seem to insist on more  
14 attention for their children, however it is boiled down  
15 And you simply cannot do it with less dollars or  
16 with the same dollars even.

17 So that is my point. Have you misread the  
18 public. I think the public reacting yes, but not  
19 for the reasons that are generally advanced.

20 MR. RONSON: As individuals though,  
21 this is the problem, as individuals the public --  
22 if their ox gets gored, if some particular thing  
23 their children are involved in, gets cut out, then  
24 they object, but collectively it appears that  
25 they are against further taxation for education.  
26 Now whether and perhaps the word hidden is not right,  
27 whether you put it on income tax or not, which  
28 means someone -- the public generally -- anyway  
29 are going to be paying more for education. We are  
30 already paying the most, as I say, in the world.





1 Maybe the most isn't enough. Maybe the rest of the  
2 world is behind. It might be a valid thing to say,  
3 I don't know, but we are already paying this and  
4 one of your proposals for example, of increasing  
5 the elementary level, from what it is now, up to  
6 secondary level, would cost an enormous amount of  
7 money.

8 Now, do you feel that the public are  
9 willing to go for this?

10 MR. KYKMISTER: Well, there is always  
11 the danger in replying to that, because you  
12 generalize the public. The public unfortunately  
13 has many components and it depends on which  
14 component you happen to be listening to. We  
15 have tried to do in our secondary schools, the  
16 vocational training -- are the federal governments  
17 considerable investments, -- one year ago to  
18 make available to all the students, across the  
19 country, the options that they didn't heretofore  
20 have, and it seems to me that it is an impossible  
21 task because the machinery and technological advances  
22 make much of that investment out, so maybe, you see  
23 the money should have better been put into industry  
24 as incentive grants or something like that, where  
25 they would allow students to take part of their  
26 technical training in the industry itself, for which  
27 they would compensate them for some of the losses and  
28 you would have these students working with up to date  
29 materials. As it is now, we have the public trying  
30 to finance many industries or shops and so on,





1 that they just can't hope to keep up-dated, so some  
2 of that saving, if you like, could be transferred  
3 to the elementary panel where we are concerned with  
4 more basic concepts and which, in effect, result  
5 in a student who can or cannot benefit from some  
6 future programs.

7 MR. RONSON: I would agree, you know,  
8 with the elementary school, but it is not a fair  
9 arrangement at the present time -- the difficulty  
10 of course is under the circumstances now, as to  
11 changing. What about looking at this whole  
12 problem of priority. You see I happen to be a  
13 member of the Board of Education and we have looked  
14 at priorities, and in all honesty we found some  
15 things we can cut out, and this is one of the things  
16 that the ceilings have done, that have been very  
17 useful.

18 MRS. BECKINGHAM: But these are things  
19 we should have been looking at all along, ourselves.

20 MR. RONSON: That's right. Unfortunately  
21 it was not done as well as it should have been in  
22 the past. One of the things is that many of  
23 the school boards across the province have been  
24 competing with each other and this is one of the  
25 things that caused this. Now we have to look at  
26 the future and where we can get the kind of money  
27 that you people are talking about. In other words,  
28 can we afford to continue to add to the cost of  
29 education or do we have to set priorities?

30 MR. DAVIS: I think one point I would







1 like to make in our brief, is the fact that in Peel  
2 County the budget ceilings went to one very good  
3 thing, and that is they got teachers involved in  
4 the whole question of budget. Now it is  
5 unfortunate it had to come about through this  
6 sort of imposition and I would hope what would  
7 happen is that boards, boards of education, will  
8 look to the teaching people, the on-the -job people  
9 much more than they have in the past, and have  
10 a much greater involvement because our stake is  
11 the same stake, ideally we are both interested  
12 in the boy and girl in my classroom.

13 I would hope we would work much more  
14 closely together, with some internal form of  
15 constant surveillance or funding is very important.

16 MRS. BECKINGHAM: Another thing we have  
17 discussed and it is really quite airy-fairy, what  
18 is the possibility of groups of feeder schools having  
19 the accountability for the spending of money  
20 and involving parents and if parents want to  
21 supplement the money available in a certain school,  
22 say for excursions or for additional programs,  
23 then they would be able to do that. They would  
24 have a say in how that money would be spent -- I  
25 mean this would eliminate the pensioner and  
26 the person who has no children at school, spending  
27 more money in that way.

28 MR. RONSON: What is your feeling about  
29 local autonomy -- we talked about this with a  
30 couple of the other groups and I notice you people





1 | were sitting in, do you feel that teachers and the  
2 | board -- that is collectively -- the board of education  
3 | including all the people in one community, the  
4 | board of education would lose local autonomy by  
5 | having the tune called by the piper in Toronto or  
6 | is this a nice phrase -- you know ---

7 | MRS. BECKINGHAM: It depends how many  
8 | choruses there were in the tune. If the tune  
9 | meant, playing the tune meant, that you would have  
10 | more control, external control, then things  
11 | become standardized across the province, and I  
12 | don't think that is a good thing, because a certain  
13 | amount of competition is healthy and we cannot look  
14 | at our system and say, you know -- sit back and  
15 | say, well there it is, it is a good system, and  
16 | it is static, because education and young people  
17 | are dynamic.

18 | MR. DAVIS: I think too, to some extent,  
19 | in a way we are skirting the issue here. I will  
20 | put out a more personal comment -- I think  
21 | we are questioning to some extent the amount of  
22 | money we are spending, particularly in large county  
23 | boards, on the administrative structure -- that is  
24 | the out of school personnel, and whether or not  
25 | we are getting full value for that, and if some  
26 | plans, such as Ernie was introducing, where  
27 | indeed the school and the community to that service  
28 | had a great deal more autonomy on the spending of  
29 | funds, that that would be more in our idea of  
30 | an ideal, where the parents and children and the





1 staff is involved.

2 MR. RONSON: Well you have that within  
3 your own jurisdiction, as a board that is collectively  
4 as you people, to make decisions about whether  
5 you have got too many administrators or not.

6 Now, you were talking -- discussing the  
7 budget. Did you make this suggestion and say  
8 some specific things about administration?

58 9 MRS. BECKINGHAM: Yes.

10 MR. RONSON: Well I think what I meant  
11 when I talked about generalization to the general  
12 public ---

13 MRS. BECKINGHAM: Of course it is a very  
14 small budgetary item, but the fact of the cost of  
15 an election for school board members has to come  
16 out of the instructional budget -- really it  
17 is pretty hard when you look at sixty thousand  
18 dollars and think of how many textbooks and  
19 instructional material that would buy, because one  
20 big item in the budget is textbooks, and these only  
21 have a three year life and then they are outdated,  
22 before that time.

23 THE CHAIRMAN: How would you suggest --  
24 if it has to come out of taxes?

25 MRS. BECKINGHAM: Are you asking me as  
26 an individual? As an individual don't quote me,  
27 but I think -- kids -- when they have to pay for  
28 their own books, took a heck of a lot better care  
29 of them and they passed them down from one to  
30 another, and they were able to sell them, and re-sell







1       them, and --

2                   MR. DAVIS: I think we might also consider  
3       some vehicle through the Ontario Government or  
4       through the Department of Education for the publishing  
5       of soft back books produced by Ontario teachers --  
6       one of the costs that we suffer now is the fact  
7       that because of the competition among publishers,  
8       particularly where we are buying hard backed material  
9       from publishers, and other hard and software, which  
10      does get out of date, whereas if there was some  
11      means either through the government or even  
12      locally where we could produce small mini-booklets,  
13      produced by teachers, who in the course of setting up  
14      a program, do all the research and set up the  
15      material, we could provide a much more economical  
16      source of learning material for kids.

17                  MR. RONSON: So your comment about kids  
18      when they have to buy their own books, probably a  
19      pretty good comment -- now there is some truth  
20      probably in the comment that if Boards of education  
21      have to collect their own money or at least a  
22      certain part of it, they are going to be more  
23      careful -- which gets rid of -- where you lose the  
24      autonomy --

25                  MRS. BECKINGHAM: And the other things,  
26      we would like to stress -- we feel there is a great  
27      need for pilot projects across the province --  
28      you know we go into things like open area schools  
29      and different innovations, and we really haven't  
30      done too much research on the effects of these things





1 on kids and on the learning situation. We feel  
2 that if there were money available for research to  
3 operate projects such as that, this could be  
4 realized in the classrooms, rather than a bandwagon  
5 approach.

6 MR. DAVIS: Also avoid the duplication  
7 of energy and money where we find different boards  
8 doing exactly the same study. We could share  
9 our findings more than we have in the past.

10 MRS. BECKINGHAM: A number of people  
11 who are looking at curriculum at the various levels  
12 at which it is being examined, again, duplication  
13 of effort and quite frequently the results are the  
14 same.

15 THE CHAIRMAN: Would you prefer to get  
16 away from curriculum being developed at the school  
17 level?

18 MRS. BECKINGHAM: I think teachers have  
19 to be involved at the grass-roots level, for the  
20 curriculum.

21 MR. KYKMISTER: I don't think that  
22 specifically would apply. In this sense, I think  
23 our concern is greater that we seem to have several  
24 peers looking at the same question and making it  
25 perhaps more remote for the teachers to come to  
26 grips with it. We have the department interested  
27 in curriculum and they have a set up where administrat-  
28 ion for that purpose, professional administrative,  
29 and then we have institutions such as OCE and  
30 universities doing a similar type of work, in each





1 of the counties there are usually one or two  
2 officials, probably with the department attached,  
3 looking at the same question, then the schools are  
4 expected to comment and formulate a curriculum  
5 plan, and then the teacher -- and it seems to me  
6 that there are a great many people quite often remote  
7 from the classroom involved in the administration of  
8 curriculum other than its accepted formulation,  
9 that perhaps some saving could be made.

10 THE CHAIRMAN: Taking a look at your  
11 brief, on page 3, you say "The present ceilings  
12 critically reduce the number of teachers who can be  
13 employed; coupled with reducing enrolments, this  
14 contributes to an increasingly serious unemployment  
15 problem."

16 Are you saying the number of teachers  
17 that we are presently employing has been critically  
18 reduced since the ceilings have been laid on, or  
19 are you talking about the future, and the question  
20 is, if you are talking about the future, are  
21 you suggesting that we use the field of education  
22 to correct a problem of unemployment by hiring  
23 people that are not necessary?

24 MRS. BECKINGHAM: Well since the  
25 first inception of the ceilings, the pupil-teacher  
26 ratio has increased, at least in our particular  
27 jurisdiction -- not by very much, but it has  
28 increased. We look, with some anticipation on 1973  
29 having had a chance to look at both ceilings, more  
30 next year, and we are concerned because we seem to be



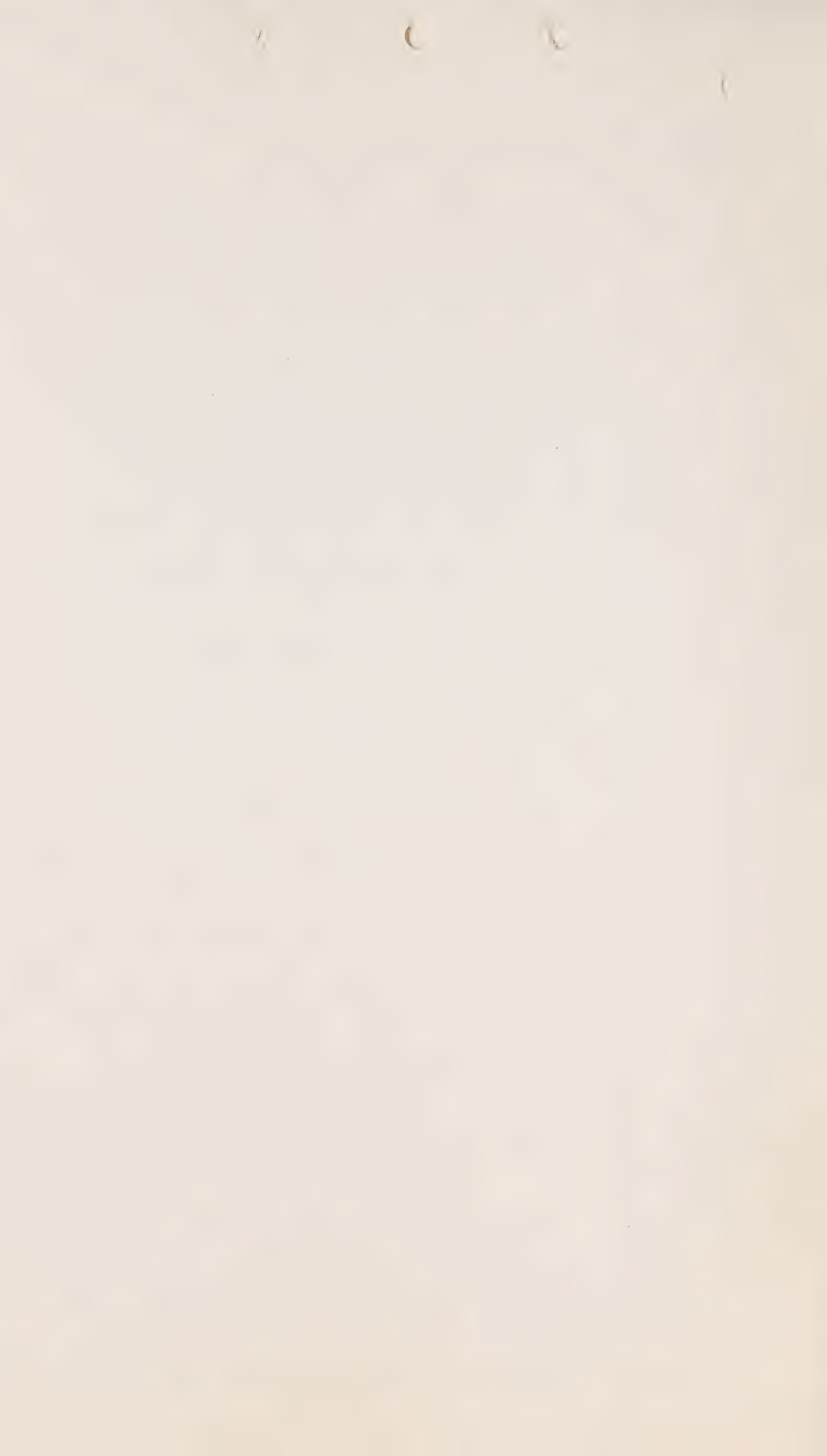




1       unable to alleviate some of the problems this year  
2       even if we went to the ceilings, because we would be  
3       clobbered next year.       The way the ceilings, the  
4       way the formula operates, by trying to reduce, let  
5       us say the pupil-teacher ratio a little bit this  
6       year, we would incur that cross next year and we  
7       would be running up against the '73 ceilings.  
8       So, we are, in effect, spending less than the ceiling  
9       at Peel this year, so that we are not clobbered  
10      next year, which is sort of hard to take sometimes,  
11      but that is the way it works.       We are apprehensive  
12      that this trend will continue, particularly when  
13      we have a growing area       maybe different from some  
14      parts in the province, but it is a concern.

15                       Now, insofar as your second point,  
16      -- would you give me your second point again?

17                       The unemployment problem I think is not  
18      a question of being solved in the schools, but the  
19      fact of the matter is, that we have a great many  
20      very well trained people coming on the labour market.  
21      They are coming out of the CAAT's as educational  
22      resource technicians, coming out of community  
23      colleges, and other branches of para-professional  
24      groups, our own teachers' supply is increasing -- if  
25      we ever had an opportunity to provide individualized  
26      instruction we have it now. We would have people  
27      available and one has to wonder with this availability  
28      of very good personnel material, whether or not  
29      we are missing the boat -- it seems to me that  
30      industry can only absorb a certain number of these



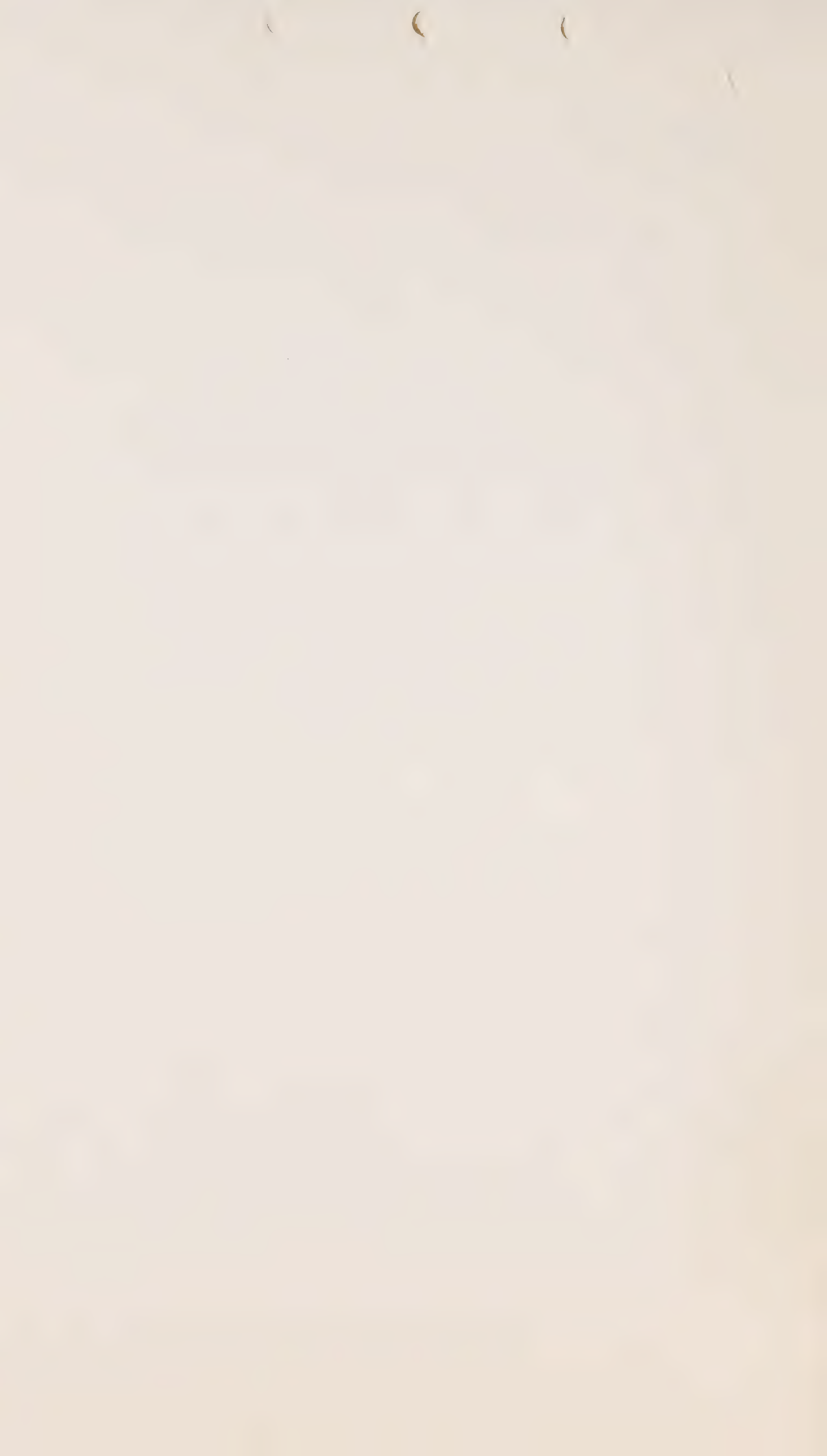


1 people, with its increased operation -- the likelihood  
2 of absorbing great numbers is diminishing year by  
3 year, -- service industries then seem to be the  
4 places where they can do the most good, and education  
5 being one of our more important service industries,  
6 we should look there.

7 MRS. FARR: Page 2 of your brief, you  
8 were talking about some of the demands for increased  
9 services that have already been experienced. One of  
10 the things you mentioned are the welfare services.

11 What services did you have in mind? Do  
12 you think the schools should be responsible for them?  
13 Should they be charged against the educational budget,  
14 or against some other budget -- it is sort of a three-  
15 fold question.

16 MRS. BECKINGHAM: Well I think, Hazel,  
17 when you look at the schools today, and the fact  
18 that we, as teachers, are expected to be social worker,  
19 sort of a minister, an absentee parent, filler-in,  
20 a teacher, you know, somebody who has first-aid, and  
21 the whole variety of roles, you begin to wonder  
22 what is my priority as a teacher. Is it to instruct  
23 the child or can I instruct him when he arrives in  
24 school and home has been a bit of a problem, can I  
25 fill him with language, arts and mathematics,  
26 when what he really needs is somebody to sit down  
27 and talk to him for a few minutes before he can unwind  
28 enough to be receptive to what is being presented  
29 as far as learning is presented, and I think you  
30 -- we are asking you to take a look at the future,





1 and see what role might the schools play in the future.  
2 Life at school has become the umbrella for a variety  
3 of things, like libraries operate out of schools,  
4 dental and home nursing type of thing, recreation --  
5 because if this is what is going to happen  
6 I think the community would be more receptive to  
7 this, but it would certainly require co-operative  
8 effort and some kind of superman at the top to  
9 run the operation -- you know, a local group of  
10 schools, but we seem to be headed in that direction  
11 now, and everything is dumped into the education  
12 budget and we are expected to supply these services  
13 and once you start supplying services, and then  
14 they have to be withdrawn because there are no  
15 dollars available, then of course, it hurts. everybody  
16 involved.

17 MR. KYKMISTER: I think this is most  
18 apparent in a new high density area, that seems to be  
19 cropping up. It is quite a novelty to us in Peel.  
20 It has only been quite recently that we have high  
21 density areas and we have never had to cope with this  
22 kind of problem before. We suddenly find that the  
23 school is involved in many social issues, welfare  
24 issues, that were unheard of four or five years ago,  
25 even, or on a very minor scale.

26 So that I think that welfare costs,  
27 whether we like it or not, are going to be dumped  
28 in our lap, because the child comes to school every  
29 day, as a constant reminder of the problem. It will  
30 not go away.







1 MRS. FARR: It is going to take more  
2 money than less, perhaps.

3 MR. KYKMISTER: Whether you call it education  
4 or whether you put in something from welfare, health  
5 or something else, it is only juggling the dollars  
6 around, but the problem is still there.

7 MRS. BECKINGHAM: Increased demand on  
8 psychological services is proof of this. The fact  
9 that teachers and principals have to go back to  
10 school at night, and work with parents in a counselling,  
11 interview situation, because the parents, either one  
12 or two, are not available to come to school  
13 during the daytime, the whole pattern of society  
14 has changed, yet we are faced with the outgrowth  
15 of that change in our classrooms and sometimes we  
16 are unable to reach them in mathematics and language,  
17 arts, and all the other things, because they have a  
18 variety of other problems that really don't belong  
19 to the school, but we have them during the larger  
20 part of their waking hours, so you know -- our motto  
21 is to teach and reach. Sometimes it is hard to  
22 do.

23 THE CHAIRMAN: Mr. Kykmister, I was  
24 just lookin at the maximum expenditure per pupil  
25 as allowed -- it has gone up to 9.2 per cent this  
26 year, 545 and 595 and you stated that it will  
27 increase to 630.

28 Now are you finding difficulty in  
29 maintaining the present level of service at the  
30 elementary level in Peel?





1 MR. KYKMISTER: Yes, we are finding that  
2 because as I explained to you earlier, we cannot  
3 go right up to the ceiling.

4 THE CHAIRMAN: Yes, I know there is a limit.

5 MR. KYKMISTER: Well, not only that.  
6 We can't go to the ceiling, because it carries over  
7 to the next year, and then next year's ceiling  
8 factors would intervene. In other words, if we  
9 hire more teachers now, their cost goes into  
10 next year, but most of the cost goes into next year  
11 and we are finding it, as I mentioned, we did have  
12 an increase in the pupil-teacher ratio, a small  
13 one, but it was recent -- but we are finding it  
14 hitting us in things like psychological services,  
15 attendance counselling, we are finding that these  
16 services are spread over more and more pupils and  
17 perhaps this is peculiar to Peel, but part of  
18 our area did not have these services prior to  
19 amalgamation, and so much of the work these services  
59 20 provide is in that area now. Correspondingly the  
21 places that did have it, have less, so the average  
22 has come up, but from -- some people are being --  
23 it is not crucial-- we are not going to collapse,  
24 we are not going to say there is a big disaster  
25 overhanging us, that is not the impression we  
26 want to leave at all, but if this program continues  
27 in this line, we can see that the expectations on  
28 the one hand and the dollars being allocated on  
29 the other are not going to co-incide. Something  
30 has got to give up.





1 THE CHAIRMAN: I am glad you told me  
2 that. This looked like the voice of doom. I feel  
3 much relieved now. Thank you.

4 MRS. FARR: This other problem, why  
5 you can't go to the ceilings this year -- is that  
6 because the ceilings are on a calendar year, and  
7 the school operates on a different -- I don't  
8 quite understand.

9 MRS. BECKINGHAM: Don't forget that we  
10 haven't had say, an increase in instructional budget  
11 over the last few years, and really if we get a  
12 10 per cent increase in the instructional budget  
13 this year, it really is just meeting the cost that  
14 we have experienced in the past, what you really  
15 need to be able to buy more and more varied materials,  
16 is a much bigger increase and in the fact that there  
17 are many items in a budget that increase such as  
18 teachers' salaries, salaries of the caretakers, salaries  
19 of all within the system -- you know, you can't go  
20 to the store and say please give me a loaf of break  
21 for fifteen cents because I am a teacher sort of thing,  
22 or I am a caretaker in a school.

23 The costs do mount each year.

24 MR. DAVIS: You must recognize what  
25 Marg said earlier, the voice of doom, we have, in  
26 my opinion, a philosophical obligation to put  
27 forth the ideal situation for the benefit of the  
28 children and we cannot afford to look at costs, first.  
29 You have to, because that is your job, but we have  
30 to look at kids first, and then the two of us have







1 to come to an agreement some place.

2 MRS. BECKINGHAM: We think we have a  
3 pretty good system at Peel. We feel we played a lot  
4 of games this year, at the elementary level, and you  
5 know, we would like to continue without that  
6 happening.

7 THE CHAIRMAN: I am sorry, we are running  
8 out of time. We have another delegation.

9 I just wanted to make one comment. You  
10 mentioned that millions of dollars have been  
11 poured into universities. Now, in talking with  
12 the presidents of the universities, they will tell  
13 you that they have been<sup>un</sup> informed about financing  
14 for some years now, and they have had it much  
15 tougher -- are you aware of the formula financing  
16 at university level?

17 MR. KYKMISTER: Where every type of  
18 student is worth X-number of points on the menu,  
19 and money is allocated on that basis.

20 THE CHAIRMAN: And the amount of money  
21 allocated has been very tightly budgeted in the  
22 last two years, according to the presidents?

23 MR. KYKMISTER: Yes, according to the  
24 presidents.

25 THE CHAIRMAN: Whereas your brief  
26 suggests it has been going up more than at your  
27 levels.

28 MRS. BECKINGHAM: I don't think we  
29 are suggesting here that this is increasing each  
30 year. We are saying, take a look at the critical





1 years in education, the early elementary years,  
2 where a child learns the fundamental skills and  
3 maybe if all things were right in those years, you  
4 know, some of the people in the higher institutions  
5 of learning would not have the problems that would  
6 require all the extra dollars.

7 MR. TROWELL: May I speak to that, Mr.  
8 Chairman. I am really interested in that point.  
9 You know it is the first time I have seen it turn  
10 up in anything that we have had.

11 Would you care to elaborate on it? That  
12 is what I am assuming to be your emphasis in  
13 attention, dollars, time, people and so on at the  
14 very early level. Would you care to talk about that?

15 MRS. BECKINGHAM: Well, in the first three  
16 years of schooling, we believe that a great deal  
17 of the foundation is laid. A child learns to read,  
18 he learns to communicate in every way. Now you  
19 cannot do this effectively if your pupil-teacher  
20 ratio is in excess of thirty. You know, ideally it  
21 should be around twenty, if the teacher is going to  
22 have time to answer all the needs that the young  
23 learner has and if the foundation of skills were  
24 truly laid in those developmental years, then the  
25 whole hierarchy of education would run more smoothly.  
26 You would not have difficulty with reading and with  
27 solving mathematical problems on concepts or just  
28 adding, subtracting, dividing.

29 MR. TROWELL: What does that imply in  
30 terms of the qualification of teacher at that level?





1 MR. KYKMISTER; It implies a great  
2 deal. It implies that the person should be of  
3 the highest professional calibre, very sensitive,  
4 well trained individual. We would like to think  
5 ideally that the best teachers we had in the system  
6 were there. Some of us who fall in the role of  
7 principals, manipulate our pupil-teacher ratio  
8 so that we can keep very low numbers in our primary  
9 classes. Unfortunately those in our junior classes  
10 and senior classes pay, but there is nothing else  
11 you can do.

12 I know in my own case I have tried to  
13 keep the Grade I children twenty to one. Now the  
14 rest of the staff were party to this discussion,  
15 and decision, so that they assumed the extra  
16 burden along the way, but the results are most  
17 gratifying because it simply -- the number of minutes  
18 per child -- and you can get more minutes per child  
19 if you have fewer children for a teacher, and by  
20 putting good teachers in with these people, I think  
21 you give them a foundation that you simply cannot  
22 duplicate later on in any other way.

23 MR. DAVIS: Of course we are forced into  
24 the situation of ordering remedial situations at  
25 school. My suggestion would be that a boy in those  
26 remedial programs, if the foundation -- you could  
27 avoid it if the foundation was better at the lower  
28 grades.

29 MR. TROWELL: You say the inference  
30 would be correct that if the emphasis were placed







1 the quality of the education or the learning or  
2 the development of the child was much greater  
3 at the beginning stage that the problems of  
4 development of the child -- the problems would be  
5 less -- the development greater, easier and  
6 probably less expensive in the long haul -- less  
7 expensive in many other ways than just teaching in  
8 the school building itself, but in terms of  
9 cost of mental health, welfare costs, ---

10 MR. KYKMISTER: Also adult retraining --  
11 is a very heavy drain on that sort of thing.

12 THE CHAIRMAN: I gather as a principal  
13 you would agree with the McLeod report then?

14 MR. KYKMISTER: Very definitely.

15 MRS. BECKINGHAM: We don't mean teachers  
16 of this type will need training and <sup>recognition of the</sup> sexual problems,  
17 motor problems, the whole bit, so that the child  
18 who isn't listening, who has a short attention span,  
19 and so on, can be recognized and his problem  
20 diagnosed and dealt with directly.

21 MR. TROWELL: Just one brief question  
22 there. Assuming you started this way, talking  
23 about relatively small classroom sizes, or as small  
24 as you can possibly get them and still make them  
25 work, not have too many of them, right. Now does  
26 it also follow that as these children, assuming  
27 they are getting this kind of training, do you feel  
28 it would be better from their standpoint as they  
29 progress to the -- through the system -- that they  
30 could well move into classroom sizes that are as





1 large as they are today, or perhaps even larger,  
2 because of this kind of preparation. Would it be ---  
3 could we reverse it -- in other words, instead of  
4 having fifteen or twenty students in a secondary  
5 school, if we had fifteen or twenty students in an  
6 elementary lower grade school, prepare them so that  
7 when they get up there, they are able to cope more  
8 adequately on their own, and conceivably be sitting  
9 or taping, learning things in groups of thirty, forty,  
10 fifty? I don't mean everything -- I am not saying  
11 suddenly everything becomes fifty people to a class,  
12 but I am just wondering if there is that effect?

13 MR. DAVIS: Well, I don't want to step  
14 on my colleagues in secondary schools, they can  
15 defend themselves, but speaking as a Grade VIII  
16 teacher, trying to run an individualized program,  
17 a lot of my time is spent in training children how  
18 to learn as individuals and I would agree with you,  
19 as an individual, if in the lower grades they have  
20 been better trained, in initiative and independent  
21 study habits, and things like this, I could probably  
22 deal with a slightly larger pupil-teacher relationship  
23 than the 27 I have now.

24 MRS. BECKINGHAM: Twenty-seven!

25 MRS. FARR: Twenty-seven was a long way  
26 from fifty.

27 MRS. BECKINGHAM: It depends on the subject  
28 thought, doesn't it? It depends on the subject  
29 and the way the methodology you are using and the  
30 students.





1 MRS. FARR: Individualizing or not.

2 MRS. BECKINGHAM: Yes, and the environment  
3 plays a very heavy role in what kind of coping skills  
4 the kid comes to school with.

5 MR. RONSON: If I believe completely  
6 in what you people are saying, how to do it is the  
7 difficult one. How to get people to do it, because  
8 there is a lot of built-in resistance to this type  
9 of thing, and it is not a case of just getting more  
10 money.

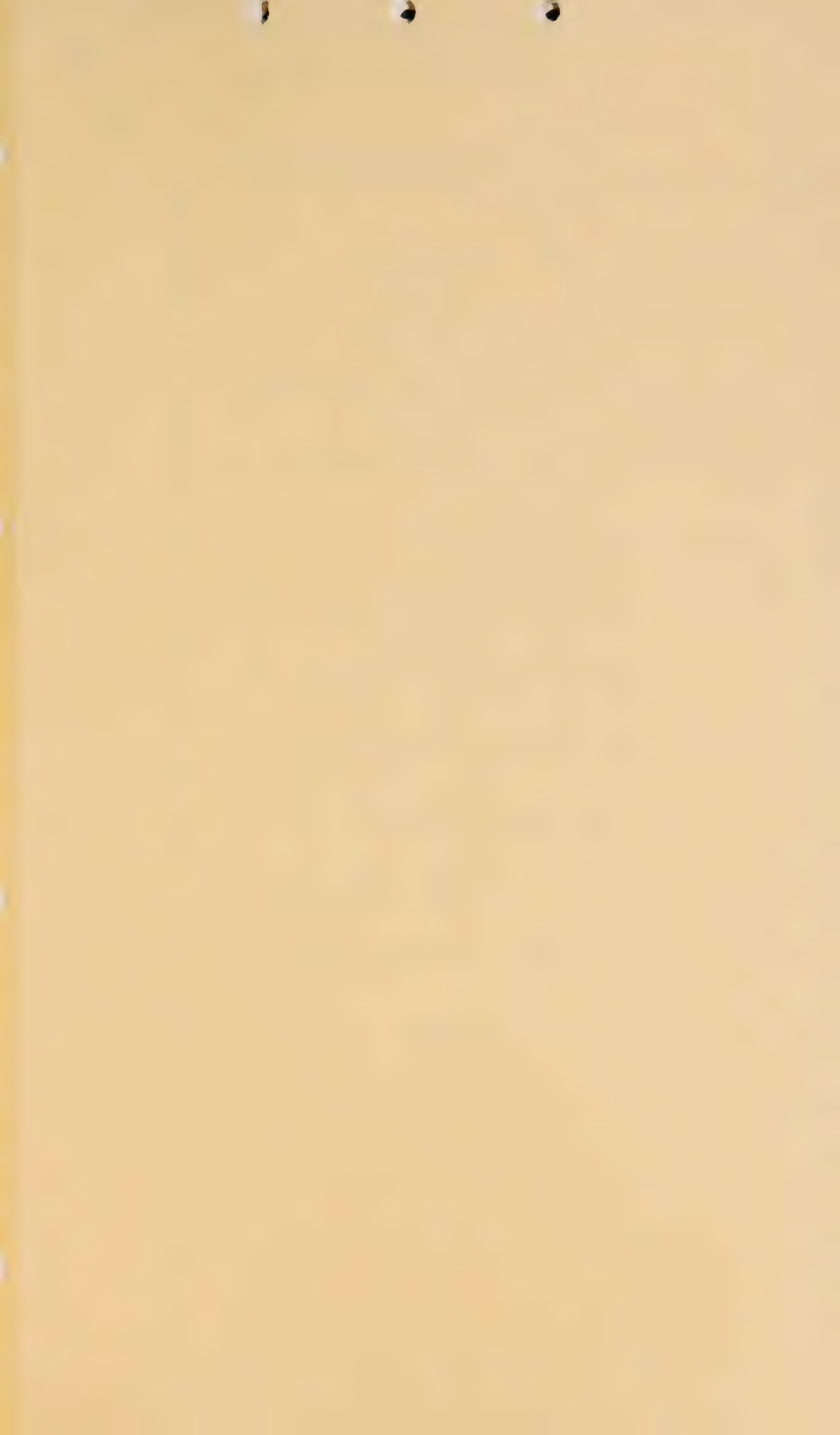
11 MR. DAVIS: We had better let the next  
12 group come.

13 THE CHAIRMAN: Thank you very much,  
14 Mrs. Beckingham and gentlemen, for your brief and  
15 your comments today. You have been most helpful.  
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Toronto, Ontario

Organizations & Groups Brief #39

509

METROPOLITAN ELEMENTARY TEACHERS' COMMITTEE OF PRESIDENTS

1  
2  
3 THE CHAIRMAN: Would you introduce all  
4 your cohorts, Mr. Cleghorn?

5 MRS. EVANS: Mr. Cleghorn, we do hate to  
6 put you in the position of being outnumbered, there  
7 must be something about Metro teachers, they knew  
8 we were coming, or we can clear the room faster than  
9 anyone.

10 I am Marian Evans, I teach in a junior  
11 high school in East York. I have been interested in  
12 the financing of education for more than half my  
13 life, all my working life I have been concerned  
14 about educational costs since Bill 81.

15 I have been disturbed about educational  
16 costs since October, 1970.

17 There is Jean Melavanowich, she is  
18 concerned about education costs. Judith Kennedy,  
19 special education, North York, she is also concerned  
20 about this. Ed Bulmar, from Etobicoke, in a primary.  
21 Dianne Hamilton, in the Borough of York, she is  
22 concerned too. Roland Parliament, in the City of  
23 Toronto, senior public school. We also have on  
24 our committee one member who is absent, who represents  
25 the schools for the trainable retarded. We do take  
26 in all seven of the school systems under the umbrella  
27 of Metro. We have a variety of experience and  
28 levels, and actual number of years -- our difficulty  
29 is that each one of us is first and foremost a local  
30 employee. We have local loyalties. We can discuss





1 at great length the individuality of the various  
2 school systems and the strength and the weaknesses  
3 of each one. You will find every one of us active  
4 locally and this year's budget -- we have said  
5 almost all of this before locally. There is  
6 nothing new, we have said the same things at the  
7 Metro level and already as you can see, some of  
8 our recommendations have had at least some partial  
9 attention and partial action and you will see us  
10 again.

11 But, on this point we have discovered  
12 this bond of interest throughout all Metro -- the  
13 Metro presidents are really the group for whom we  
14 speak, and it is under their authority that we are  
15 here and the president of all the presidents, Hugh  
16 Cleghorn, from the Borough of York. I guess really  
17 he should be the spokesman, but with so many  
18 elementary teachers -- so many elementary women teachers,  
19 I think it was only fair of the president to let  
20 most of this work be done by the practising teachers  
21 and the apologies I am sure he would express on the  
22 part of the other presidents, who are involved in  
23 any number of other meetings.

24 Within Metro, whether some of us like it  
25 or not, there is a much greater power. There is  
26 growing responsibility. The Metro School Board is  
27 not just a financing agent any more, it has  
28 centrally employed staff. It is now delving very  
29 deeply into services between various school  
30 jurisdictions, mainly for the hard of hearing

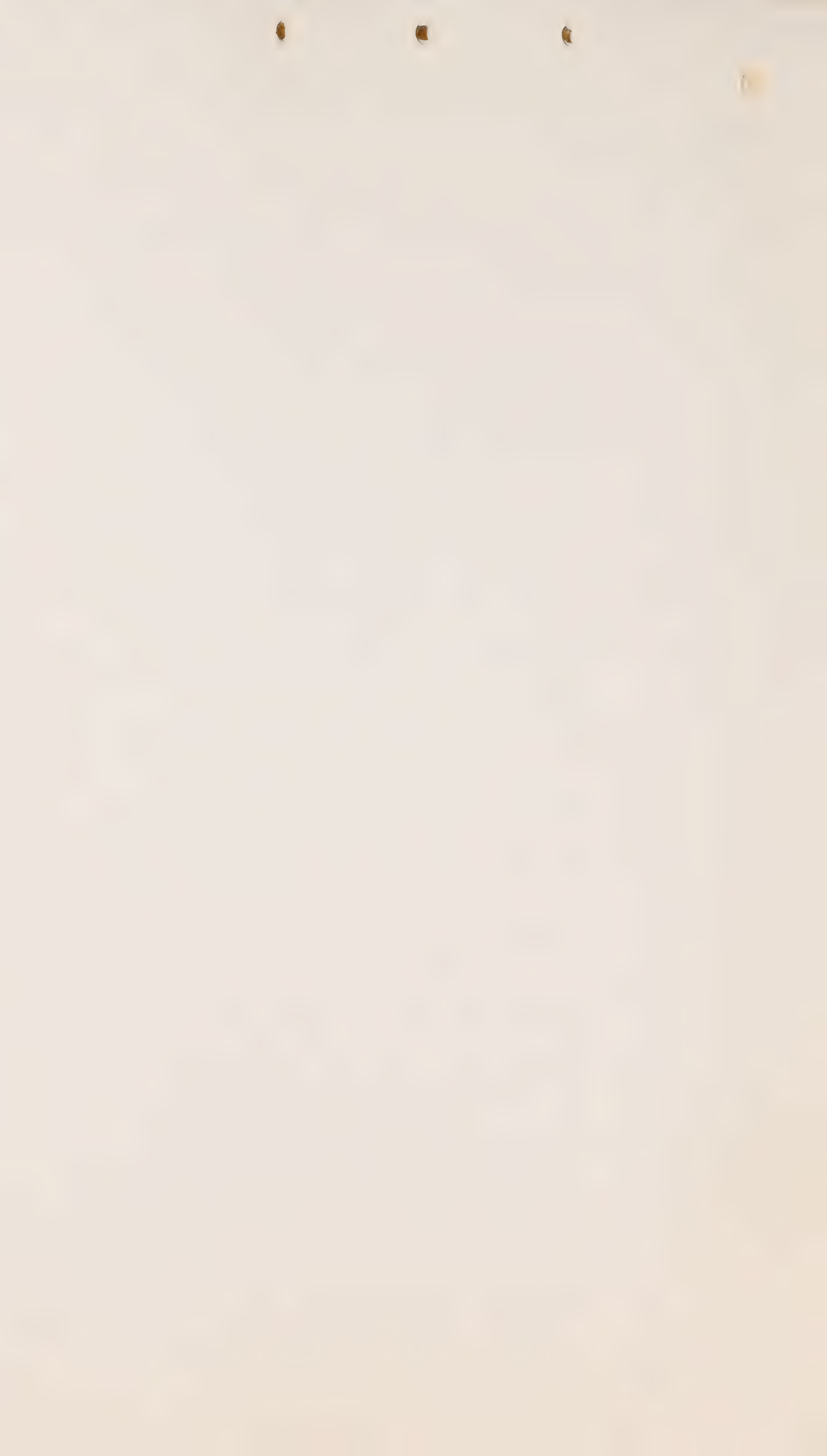






1 teachers, the first ones I ever heard, the direct  
2 employment of teachers for the trainable retarded  
3 areawide needs in groups for matters of services,  
4 salary determination, class size, tendency to expand  
5 -- there may even be more teachers of special  
6 services brought within Metro. It is this kind of  
7 double tier structure of education which is  
8 found nowhere else in the province. Metro is  
9 unique, and it is on this very point the uniqueness  
10 of this whole umbrella system that we are speaking  
11 of today. It is so unique that the Metro Toronto  
12 School Board has already had to hire a firm of  
13 management consultants to review its operation.  
14 It is a big business. The unique position as you  
15 know, we have spent most of our time dealing  
16 with <sup>in</sup> our written presentation, but the thing  
17 does not change the Bill 81 maintained; it maintained  
18 wisely, five borough boards and the City of  
19 Toronto.

20 We have found this past year since  
21 October, 1970, this tremendous emphasis on  
22 education and its financing, education is funded  
23 out of any number of accounts, but the pressure  
24 has been on the most vital account which keeps the  
25 schools operating. The current operating budget --  
26 you were discussing just a few minutes ago, with  
27 our colleagues from Peel County, the claim that  
28 educational expenditure has reached the highest  
29 acceptable level. That too, I think we are prepared  
30 to argue.





1 Just look at last Saturday's paper  
2 with the focus on publically financed education,  
3 the millrate within Metro is going up, ten dollars  
4 for educational services, but well over seventy  
5 dollars for other municipal services, and which is  
6 the municipal service which at the moment we have  
7 been lacking for almost a month.

8 We could bring up the question of  
9 comparability, but I don't like to compare our job  
10 with that of the green garbage bags. The emphasis  
11 on this publically supported education, primary  
12 and secondary, I think has been overdone in this  
13 past year, which is why we are recommending a  
14 full and public disclosure of the costs of education,  
15 the cost of regional offices of education as our  
16 colleagues from Peel County mentioned, the cost of  
17 the Ministry itself, which is ever expanding, the  
18 cost of capital building . The Home and School  
19 Associations, in its convention last weekend, made  
20 the frills, the glorious externals of education,  
21 one of its most disposable items, and yet this is  
22 not what we are faced with -- it is the current  
23 operating costs.

24 We want to see the full cost of education  
25 revealed and revealed publically. That public  
26 education on the early basis is not the ogre it has,  
27 in this past year, been painted to be.

28 Besides speaking of that aspect, the  
29 undue emphasis on one of education's many budgets  
30 -- I want to mention too, this tendency to standardize





1 throughout the province historically -- I don't  
2 have to tell you about the local financing of  
3 education, the regional disparities that have  
4 always existed, the provincial contribution to  
5 education, and then the questions of what would be  
6 an equitable financing of education per pupil,  
7 a foundation - type plan, the province is upping its  
8 contributions from its 60 per cent to 63.5 per  
9 cent, and its ever-centralizing, and yet children  
10 are different, teachers are different and school  
11 systems certainly are.

12 For most of the province, the recent  
13 trend in financing has been to their advantage. They  
14 have more money than they have ever had before,  
15 and there are boards within this province who  
16 have not come close yet to using the moneys which  
17 are available provincially for education of the  
18 elementary and secondary levels. Yet there is no  
19 penalty to these boards for not providing these  
20 services, which first township schools consolidation  
21 was to bring to all children in the province, and  
22 then county consolidation.

23 Our point is why then should the largest  
24 populated area in this province be the one to suffer?  
25 The boards in this area which have provided these  
26 services, a multiplicity of services at a time  
27 when it all had to be borne by the local ratepayers  
28 the brunt of the payment was why should these so-called  
29 lighthouse districts be enveloped in the fog of  
30 standardization of the average -- an average is







1 only that one out of a hundred. It is not  
2 equality of educational opportunity, it is the  
3 reverse, it is the **equal** treatment of unequals,  
4 with special needs. In individual children and  
5 in individual areas of this province, as an individual  
6 matter that planning local autonomy and financing  
7 we get to time and time again and personally within  
8 Metro I think the third major point we should  
9 make has been the pressure put upon Metro teachers  
10 especially in the last eight months -- there has  
11 never been a year where we have learned so much.  
12 We have become willingly or unwillingly very  
13 political animals. The press that we have received  
14 individually and collectively has been absolutely  
15 atrocious. Every possible name that is printable  
16 has been used about teachers and on occasion trustees.

17 The pressure has been reaching a point  
18 where a good many people find it very difficult to  
19 give full attention to the job for which we are  
20 employed. Information about meetings as relayed  
21 in public media, has been so erroneous as to be,  
22 in some cases, almost libelous.

23 Publications of costs of salaries  
24 percentages of education used for -- that is after  
25 all a service occupation, have been in most cases  
26 downright misleading.

27 We, as teachers need just as much as  
28 children, an atmosphere conducive to learning.  
29 We require, we want to do the same for our children.  
30 I can quote from one -- a statement of present





1 aspirations for North York students, we expect that  
2 our teachers in North York will provide each student  
3 with an opportunity to learn with a pattern and a  
4 rhythm unique to the individual, so that he may  
5 achieve his full development, improve his problem  
6 solving and decision making skills, and develop  
7 independent study habits, but we have found in  
8 this past year, even extended to a year and half,  
9 that the expectations have been curtailed, the  
10 aspirations have been shot down, and the eagerness  
11 of teachers to give the best, has time and time  
12 again, been thwarted.

13 You are concerned with four major  
14 committee  
15 areas in this/on the costs of education. We have  
16 chosen deliberately not to make our submission too  
17 statistical, but we have, -- we have carried in with  
18 us pounds and pounds of statistical information.  
19 If you want to know about implications on the  
20 various area boards, we can find it, and find  
21 it quickly.

22 The first one, the uses of financial  
23 resources being provided for elementary and  
24 secondary education, go back then to a question  
25 of educational objective, the equality of educational  
26 opportunity -- that is a good phrase -- but  
27 inequality of educational opportunity of course  
28 means vastly different things to the individual  
29 children we teach.

30 A child centred philosophy integration  
of children with special learning needs, schools and





1 special services, health, welfare, -- we mentioned  
2 those just a few minutes ago -- the disparity  
3 between the financing of elementary and secondary  
4 education, quality education, experimentation with  
5 rotary systems, that is expensive. It cannot be  
6 done at a cutrate price. Specialization in teaching  
7 qualifications cannot be bought cheaply. The  
8 cost to the county board, if the overall aim is  
9 to overcome a hard core poor in this country, and  
10 in this province, then it does take money, it  
11 takes an investment.

12 We have had to, as I say, cut back our  
13 expectations, normal growth has been interrupted,  
14 special services are being curtailed. I mentioned  
15 the Home and School convention just this past weekend,  
16 and their most disposable item in education is  
17 the teaching of French in the elementary schools,  
18 and yet that is one of the basic philosophies of  
19 this country.

61 20 To produce a group of people to make a  
21 country that does recognize two languages, two  
22 cultures. It cannot be done by curtailing it.  
23 English as a second language is most important within  
24 Metro. My own school's population has changed so  
25 markedly from the day I first walked into that  
26 school, that 20 per cent of our youngsters now  
27 are Greek; then with all the other groups thrown in  
28 -- we need more and more teaching of English as  
29 the second language, not less. We are likely to lose  
30 the half-time person in this coming year.







1 Audio-visual equipment -- that is  
2 another item which is often mentioned as being  
3 disposable, expendible, and yet this province has  
4 gone heavily into educational television. You  
5 cannot have educational television without educational  
6 TV technicians, with you, to help you to tape, to help edit,  
7 and make useful these things, which are available  
8 but even those might be in danger of being curtailed.

9 I guess the real problem is this  
10 lack of financial resources being provided at the  
11 moment and certainly in the future for the kind of  
12 elementary and secondary education which we have --  
13 perhaps to our sorrow -- grown accustomed to plan  
14 for educational objectives which are certainly  
15 not cheap.

16 We are concerned also with the various  
17 differentiating factors in this legislative grant  
18 plan. We have made several recommendations of which  
19 we are certainly prepared to elaborate on, about  
20 some of these factors, the density factor, which  
21 of course is provided for the larger urban centres,  
22 as a catch-all, as it has been explained to us many  
23 times, for all those other factors which at the  
24 moment, in our haste, was impossible to define, this  
25 special education factor is one which can work  
26 both ways. You integrate children with special  
27 learning needs, hopefully into a class which is  
28 not too overpowering for him, and you lose the  
29 special education factor. You keep your special  
30 classes separate and you retain the factor which





1 is probably the reverse to your philosophy.

2 There is a certain lack of sensitivity  
3 in some of these factors, certainly those which deal  
4 with teacher's qualifications and incentive for  
5 employment of teachers, with specialized abilities.

6 Local autonomy -- that for all of us,  
7 is I think, a major commitment. What can you do  
8 when you find increasing centralization, less money,  
9 and a growing authority of other levels of government.  
10 The one thing that has come out this year and I am  
11 going to quote from the press, strangely enough --  
12 these are the words Bill Smiley in the Aurora Banner--  
13 "but out of one side of his mouth through its tamed  
14 department of education, government says, let's have  
15 more innovative, daring, relevant courses for our  
16 students. Out of the other side, it says, sorry  
17 we can't afford that, or that or that."

18 There is no local autonomy. If you can't  
19 arrange the financing for the kind of education which  
20 your community, through its elected trustees, are  
21 convinced, is necessary, we have been urged very  
22 strongly, local autonomy and two of our recommendations  
23 at the least a return to some kind of form of  
24 local autonomy, through a local levy, as was, up to  
25 just a short while ago, permissible under Bill 81.

26 The various aspects of the school  
27 program with regard to innovation, I think we have  
28 covered that too. I guess in basic fact, what we  
29 are saying is really very simple. We need money  
30 for education. Education, that is. Not just





1 training and not just child control. We  
2 want to educate, and it is certainly not the most  
3 inexpensive thing going. We in Metro collectively,  
4 and within our individual boards, must keep us -- we  
5 must keep ahead, not mark time, until the rest of  
6 the province is able to match our Metro standards.

7 Someone is always going to be ahead, and  
8 it is going to be within Metro, with its vast special  
9 needs, just because it is Metro.

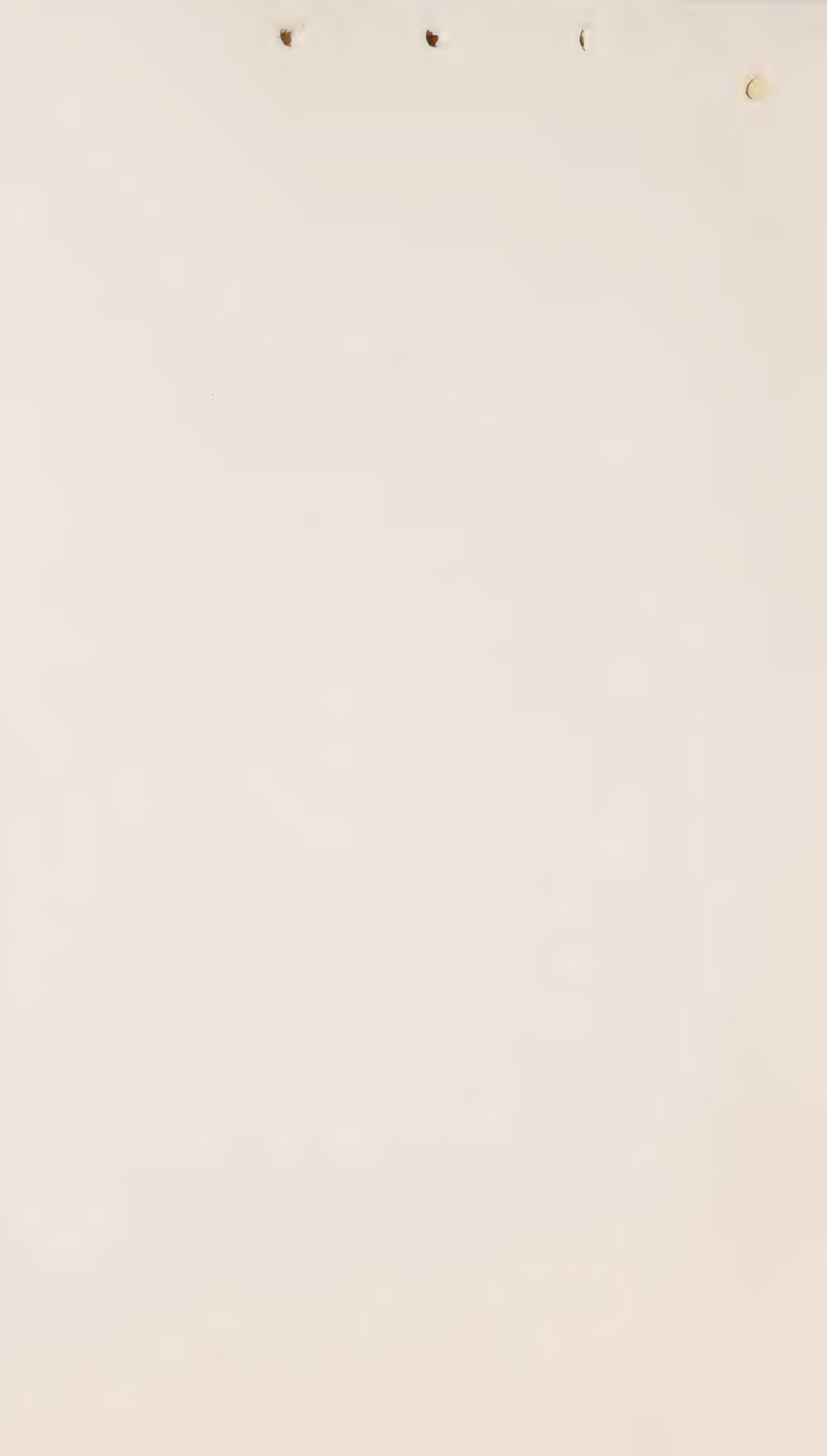
10 We don't want to see the foresight and the  
11 planning that has gone into these various educational  
12 systems penalized, which is an extreme way of  
13 summarizing what some of us do feel has been happening  
14 to this very rigid provincial control, and mainly  
15 all and all, we need help and you are one committee  
16 that possibly can give us help.

17 THE CHAIRMAN: Mr. Cleghorn, I can  
18 understand why you allowed the lady to speak for  
19 you. If I had to give a speech, which you mind  
20 taking the job over?

21 MRS. EVANS: You notice of course, that  
22 our brief probably is the only one that has been  
23 printed in green.

24 MR. BULMAR: Educational cut-back.

25 MRS. EVANS: After all that wind up you  
26 must have some things about our recommendation or  
27 even some statements, but please don't hold my  
28 colleagues responsible for anything that I may have  
29 said. Question them on the printed page.







1 THE CHAIRMAN: I don't think any man  
2 would want to be held responsible for what the ladies  
3 say, but you said it well.

4 You did mention two things -- you said  
5 you would like to see an analysis of costs. You said  
6 that there was a lot of misleading information.

7 Now, this is one of the things that we  
8 as a committee, are going to try and do -- get the  
9 facts and limit -- or at least reduce the amount of  
10 misleading information that is getting out.

11 Frankly, I think teachers are partially  
12 responsible for misleading information getting out.  
13 As a matter of fact, your Ontario Teachers Federation  
14 yesterday said this is one of the problems in their  
15 minds -- too much fighting among trustees and  
16 teachers and the Department of Education, which is  
17 probably doing a few of the things -- not doing the  
18 field of education good in terms of giving the public  
19 support, so we are trying to be very very accurate  
20 and put out the information that the public needs  
21 and I think which you need, to base on some of  
22 your decisions -- some of the things we read in the  
23 press, and heard over television recently -- let's face  
24 it -- it was not accurate. It could be called  
25 terribly misleading, and we, within the field,  
26 -- well, I shouldn't say we in the field, --  
27 but we are responsible for stating facts, and there could  
28 be a tremendous difference of opinion based on the  
29 facts, but we have to be factual.

30 I am glad the press wasn't here





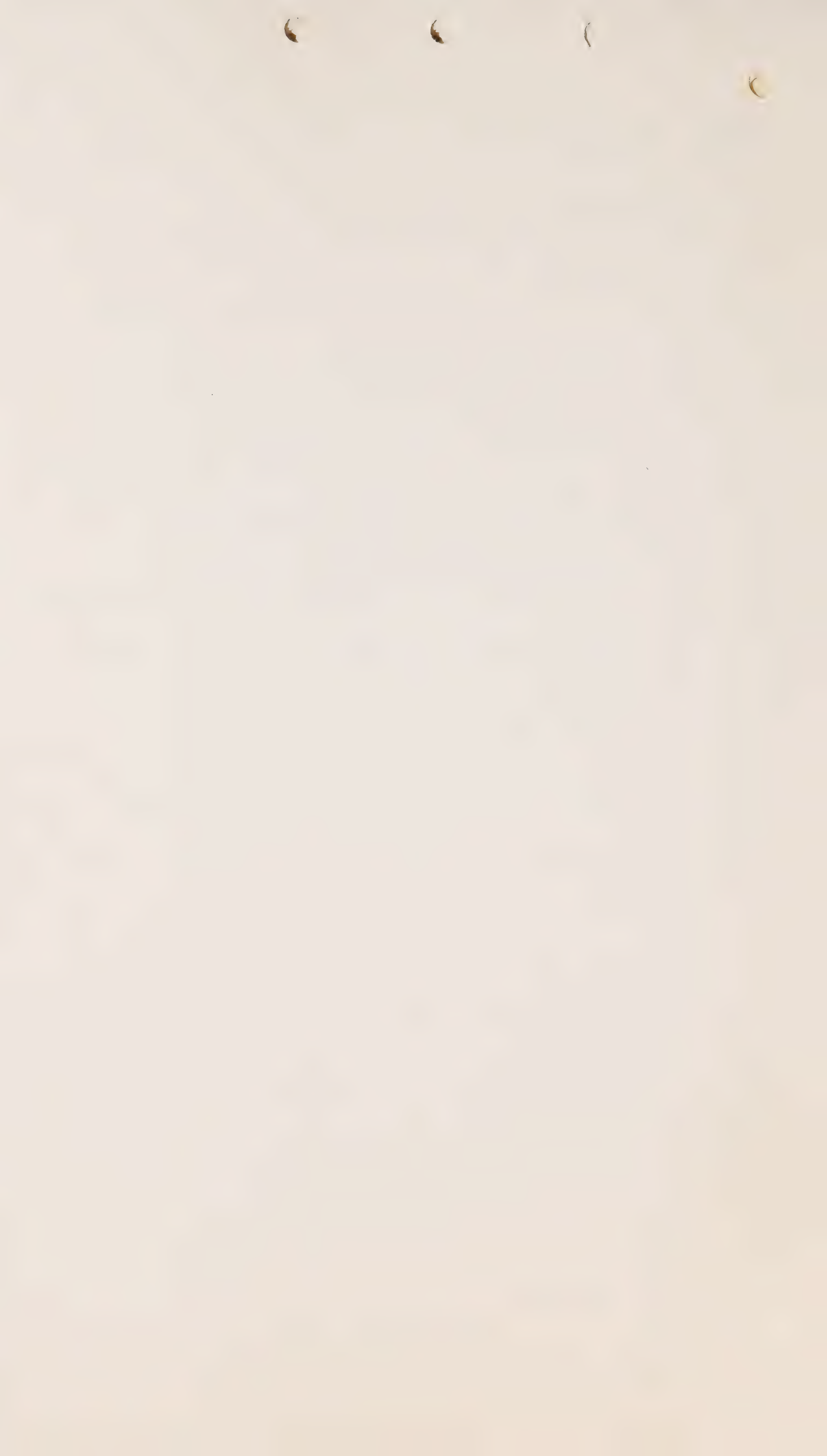
1 when you talked about the atrocious press.

2 MRS. EVANS: That went back in, as they  
3 left.

4 Just on this cost of education, just as an  
5 example, which I became aware of last night. There  
6 is a capital building extension to a school in my  
7 school board -- it has been planned for I don't know  
8 how many years -- I have been in the school eight years,  
9 and they have been talking about this kind of  
10 extension for eight years -- we only have one  
11 authority yet to go, to finance it -- eighteen thousand  
12 dollars of what is necessary for a permanent capital  
13 extension -- it is going to have to be taken out  
14 of that capital portion of current operating.  
15 There is eighteen thousand dollars, a small part of  
16 the total, of course, but that is going to show  
17 up in that same kind of budget for capital current  
18 operating costs.

19 Trustees and administrators have had to  
20 learn this year to play the numbers game, and that  
21 is misleading too, and I am sure that they don't want  
22 to have to do it one way any more than in less than  
23 complete honesty, but if you can arrange for some  
24 kind of public disclosure and analysis of all the  
25 costs of education, I think teachers  
26 trustees and the public will see that the  
27 current yearly budget is not the monster it is made  
28 out to be.

29 THE CHAIRMAN: I think from the facts  
30 everybody will see everything in a better perspective.





1 MR. TROELL: That is if they read them.  
2 There is an enormous complexity -- it would be very  
3 difficult to reduce that to understandable levels,  
4 at  
at a first glance, and I think/that point it is  
5 going to be helpful to have everybody who is interested  
6 dig into it, and then be prepared to ask questions  
7 about it in order to clarify it for themselves  
8 and then convey it to other people, because if ever  
9 there was an area of mystery, that one certainly  
10 is it.

11 Now, Mr.Chairman, I have a question dealing  
12 with the equality of educational opportunity. I assume  
13 you ascribe to this as much as provincial educational  
14 policy, on page 5 of your submission, paragraph 3,  
15 refers to ceilings. Could you complete what you  
16 were saying, that you conclude that the ceilings  
17 will have very bad results -- conclude the ceilings will  
18 have bad results for children.

19 What expenditure per pupil do you believe  
20 will be necessary at each of the elementary and  
21 secondary school levels purporting the outcome  
22 this year?

23 MISS HAMILTON: I think that we are losing  
24 track of the fact that things are moving in the  
25 economic spiral and for instance, this year we were  
26 allowed to spend in Metro \$786 per pupil in the  
27 elementary panel, on the basis -- the gross figure  
28 of 595, and next year it has already been stated  
29 that it will be 630, but after adding on the extra  
30 moneys which were allowed to weighting factors and







1 French factors, we will not even reach the 786.  
2 It is our belief -- therefore as far as next year  
3 is concerned, it will be a reduction and we have not  
4 even built in the 4 per cent cost of living.  
5 That is one of the major concerns as far as ceilings  
6 are concerned.

7 MR. TROWELL: That was the opportunity to  
8 exceed the stated ceilings, to act as a catch all,  
9 that high level you went to.

10 MR. BULMAR: You are asking us if you  
11 wish ---

12 MR. TROWELL: That is not the problem.  
13 Everyone wants to exceed. The problem is we have all  
14 these things we want to do. We have a limited amount  
15 of money, and you are close to it, and you are probably  
16 much closer than we are, maybe you are closer to  
17 knowing how to reduce that amount of money and get  
18 the most for your money, our money, for everybody's  
19 money, from everybody there is.

20 MRS. EVANS: We have right here in this  
21 group the whole range, within Metro -- go back one  
22 year, the cost per pupil varied as markedly as less  
23 than \$700 in Scarborough for elementary people, to  
24 closer to 950 in Toronto.

25 The range of services necessary, the  
26 experience of staff which is absolutely necessary, when  
27 you are dealing with so many youngsters with special  
28 learning needs, like learning English as a second  
29 language in the inter-city school program is absolutely  
30 essential, and yet it is moving farther and farther out.





1 I am in the smallest of all the boroughs.  
2 Our school costs were secondary only to Toronto,  
3 and it is just because of the sheer size of our  
4 borough, it is extremely small. We have to provide  
5 within limits a full range of services and yet  
6 we are meeting these increased expenditures too.

7 Now, if you want a flat figure, I don't  
8 think anyone could say that the City of Toronto's  
9 950 plus is enough in some of their areas to finance  
10 the kinds of service that is necessary. Certainly  
11 Jean could talk for ages about the present needs of  
12 Scarborough.

13 One of our arguments of course is that  
14 there has to be this discretionary local differentiation  
15 and the second one I think gets back to one we didn't  
16 mention but I know you have heard time and time  
17 again, including Peel County, that money invested  
18 in the primary elementary grades is in the long  
19 run a much greater investment than trying to put it  
20 in at a secondary level where you have so many of  
21 the problems finally backing up. We have got to  
22 get also a much closer approximation, perhaps an  
23 immediate matching of elementary and secondary school  
24 grants.

25 MR. TROWELL: Well were you in general  
26 acceptance with that principle, amongst the people --  
27 in general?

28 MRS. EVANS: Well if I could give you a  
29 dollar for every time I have heard teachers, parents  
30 and trustees comment on the value of the primary





1 years, especially in Grade I, kindergarten level, the  
2 formative years, I could open my own school right  
3 now. There is at least lip service paid to it.

4 MR. RONSON: Let me ask you a difficult  
5 question on that one. You can judge whether it  
6 is fair or not. You don't have to answer if you  
7 don't wish to, but supposing there was no more  
8 money other than the increases that we are talking  
9 about -- the Chairman brought out -- do you  
10 think that teachers throughout the system would  
11 be willing to adjust in their class sizes so that  
12 the elementary school teachers at that primary  
13 level could have a smaller class as was done in this  
14 one case, as was done in Peel?

15 MR. PARLIAMENT: I think it would be very  
16 very difficult to do it all in one year, because we  
17 already have a backlog of primers, already in the  
18 upper grades, so if you did it all at once, you  
19 would be extremely damaging to the kids who have  
20 had these problems.

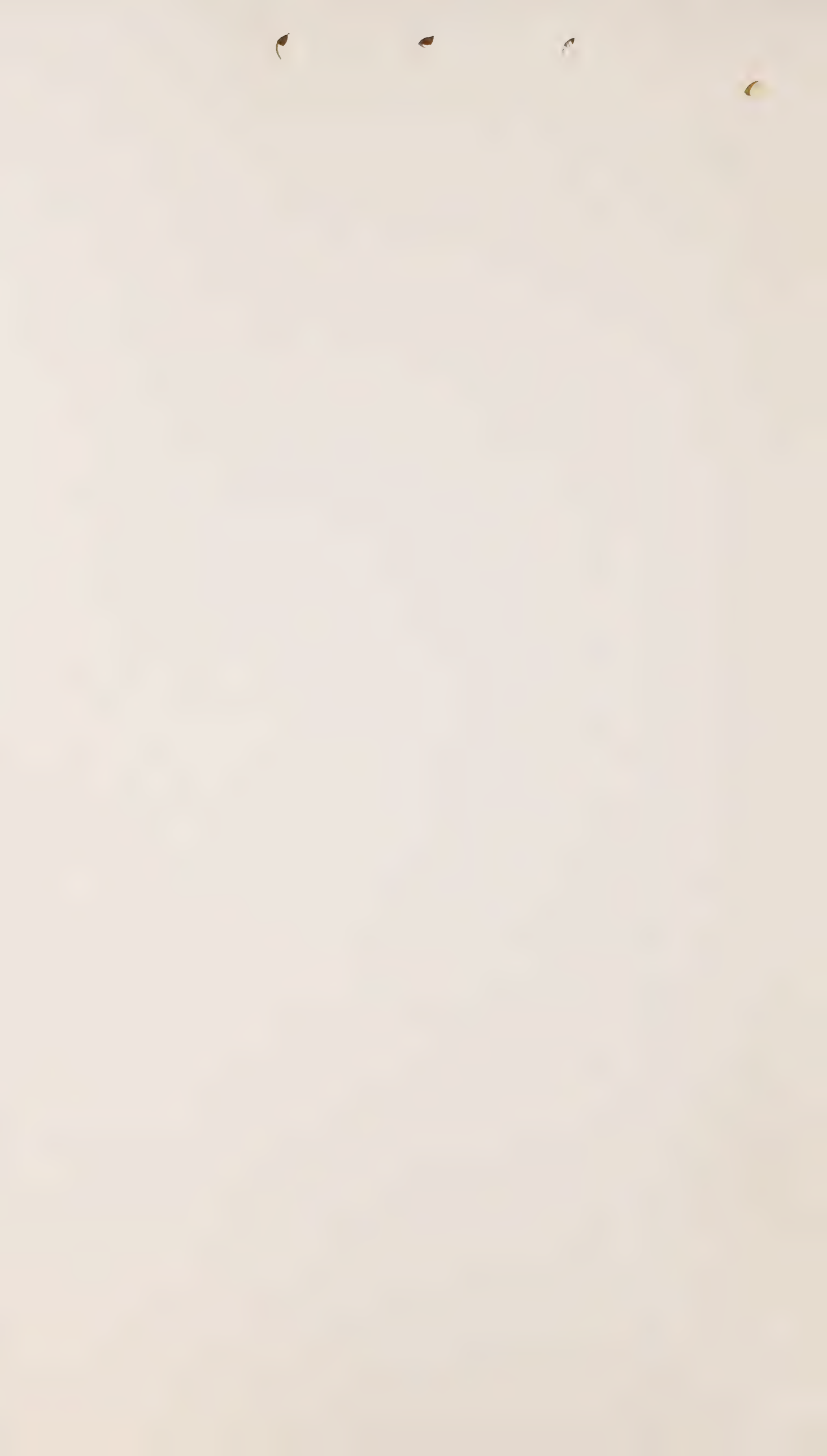
21 MR. RONSON: Yes, but over a period of  
22 time.

23 MR. PARLIAMENT: Yes.

24 THE CHAIRMAN: Well probably we are going  
25 in that direction now by requiring <sup>all</sup> teachers, after  
26 next year, to have a degree, have one year professional  
27 training, to go and teach at that level.

28 MRS. EVANS: And how is \$630 per elementary  
29 pupil going to finance that?

30 THE CHAIRMAN: I don't think it can.







1 That is into the future, \$630 is next year. Next  
2 year you can go into Teachers College without it,  
3 so this is being brought in gradually, but I can  
4 see more, better qualified, well, maybe better trained  
5 teachers in the early grades than we have had in the  
6 past.

7 First of all, to do this, you have to  
8 develop your teacher.

9 MR. PARLIAMENT: This is one of the things  
10 I heard when I first started teaching eleven years  
11 ago. My principal said I wish they would hurry up  
12 and give the primary teachers more money to keep them  
13 there for an incentive, because quite often a  
14 person who has taught in the primary for two or three  
15 years, four years -- then they want to move out,  
16 up into a higher grade, and then perhaps come back  
17 to it later on. There is no real incentive to keep  
18 a really good teacher in the primary grades.

19 MR. CLEGHORN: I think the ceiling is the  
20 prestige, in teaching in the higher grades.

21 THE CHAIRMAN: That is within the profession.

22 MR. TROWELL: Well that is your problem.

23 MR. CLEGHORN: I think this is erroneous.

24 MR. PARLIAMENT: But there is no prestige,  
25 you know, less children in a classroom or anything  
26 could keep a really good teacher in the primary  
27 grades.

28 MR. TROWELL: That point is really a  
29 contradiction of what Mrs. Evans just said. You are  
30 saying if you had a dollar for every time anybody





1 -- granted you said it may be a lip service, but  
2 teachers, parents, everybody, trustees and so on,  
3 you would be able to open your own school, but on the  
4 other hand, you are saying that teachers however,  
5 which are a part of the group that you are talking  
6 about, are saying, no, that really isn't the case,  
7 I feel that I want to improve my quote 'status,'  
8 whatever that may be, financial or otherwise,  
9 by moving up.

10 Now, how does that justify -- that kind  
11 of a statement that it is now an acceptable idea?

12 MISS HAMILTON: Because some of the programs  
13 in the primary years and in the secondary school,  
14 they begin to see the results of this, and they are  
15 beginning to see that they don't have to have as much  
16 remedial work with these children, and therefore  
17 they are realizing that what elementary teachers have  
18 been trying to tell them for years and years, that  
19 there is merit in it, and also they have been  
20 helped in that there is to date, if you have your  
21 degree you can go from panel to panel, and this has  
22 helped, because the elementary people who have gone  
23 to secondary have brought along with them the ideas  
24 of the elementary and secondary group, come down into  
25 the elementary, have realized that it isn't the  
26 case, whereas they thought before, and that there are  
27 great merits in it.

28 MR. TROWELL: The chairman's statement  
29 that by 1973 all teachers will be required, all  
30 teacher candidates, trainees, will be required to





1 have a degree and complete a four year course including  
2 one year of professional training, should probably  
3 speed up that kind of acceptability and acceptance  
4 generally.

5 MRS. EVANS: I have a few observations  
6 on this.

7 I was, at one time, a primary teacher, and  
8 the best thing I did for the primary division was to  
9 get out of it. But there really are a number of  
10 reasons -- when you are working with very young  
11 children, and teaching basic reading, mathematics,  
12 social ability, in so many cases you want to see what  
13 happens to them as they age, as they grow older, you  
14 know, where am I leading to, and I think a lot of  
15 primary teachers do this, just for that breath of  
16 experience.

17 Many want to try the senior public or  
18 junior high system to see, well -- there are different  
19 stages -- the same youngsters ---

20 MR. TROWELL: To see what happened?

21 MRS. EVANS: That is right, but don't  
22 forget too at the primary level, there is a tremendous  
23 frustration for even the best teacher, it is probably  
24 the most demanding -- you are constantly performing  
25 and attending to the individual -- it could be, at the  
26 same time the most rewarding. It is this constant  
27 attention -- you may not have as many hours of  
28 preparation to find out when Jamaica was taken by  
29 Cromwell's new model navy, but you have a tremendous  
30 amount of preparation and/experience related to me







1 within the last month is an elementary school vice-  
2 principal who was taking, over a series of days, a  
3 class for one of the teachers in that school, so  
4 that teacher could go to a professional conference  
5 in school hours -- that class only had eight.

6 This vice-principal is accustomed to  
7 senior, junior -- and these eight little girls  
8 were so demanding of her attention and time that  
9 from the time she got to the room until she shoosed  
10 them out the door, she was constantly attending to  
11 these youngsters. There is, I think, nothing more  
12 frustrating, rewarding, but wearing than the primary,  
13 and you have got to take that into account, not  
14 just the prestige, that some of the teachers think  
15 the senior grades are, are somehow enhancing themselves --  
16 I do not believe it.

17 MISS HAMILTON: I think you have to have --  
18 the difficulty in teaching the primary grades, I really  
19 do believe that it is far more difficult to teach  
20 a primary grade than a senior. I have taught every  
21 grade from kindergarten /except five and six, and when  
22 I compare the different grades I had my most  
23 -- you know -- difficult year in a primary grade.

24 I never prepared so many stencils in all  
25 my life. I never had more inter-personal relationships  
26 going on all at the same time. You know -- there is  
27 a man in the States who has written books on this,  
28 -- the mental health of the teacher ---  
29 especially in the primary grades, that it is just  
30 a pressing thing on you all the time, and they could





1 conceivably be asked possibly a thousand questions  
2 a day -- you don't have to experience this, <sup>if</sup> /you are  
3 a Grade XIII teacher. You can walk in and lecture  
4 and walk out, and never have any contact with any  
5 of the students that might be in that room at that time,  
6 when you decide to lecture.

7 MR. TROWELL: I think we have strayed  
8 a long way from trying to establish what a ceiling  
9 is and what it should be, one vis-a-vis the other.

10 MISS HAMILTON: Well we asked that  
11 question in North York, and the teachers were not  
12 willing to have any change in class size at all.  
13 They came up with many other suggestions, ranging from  
14 decreasing costs to administration, to doing away  
15 with vice-principals, they were even against their own  
16 kind, to placing ceilings on extraordinary expenditures,  
17 as opposed to ~~more~~ expenditures.

18 MR. TROWELL: Your argument basically is  
19 that Metro is unique and you refer to that in your  
20 brief as well as in your remarks.

21 Surely you will appreciate that other  
22 boards feel the same but perhaps for other reasons,  
23 perhaps being located in the north, sparsity of  
24 population, opposite ends, as it were -- as we  
25 understand there are weightings that are allowed  
26 both in expenditure ceilings and in the grants,  
27 which are supposed to take into account all these  
28 inherent characteristics. Do these not meet the  
29 situation?

30 MISS KENNEDY: No, of course not.





1 THE CHAIRMAN: Well what argument would  
2 you have in the weighting of Metropolitan Toronto last  
3 year and this year?

4 MISS HAMILTON: Last year our total figure  
5 was .025, we did not get any figure at all for special  
6 education and yet the City of Hamilton did, and  
7 we felt this was a gross injustice.

8 THE CHAIRMAN: .025.

9 MRS. FARR: Do you have fewer dollars in  
10 Toronto this year than you had last year?

11 MR. PARLIAMENT: Total dollars, do you  
12 mean the 1972 budget?

13 MRS. FARR: Yes.

14 MR. PARLIAMENT: I am not sure of that.

15 MRS. FARR: Are you in East York? Do you  
16 have asslight increase?

17 MRS. EVANS: That is of course because our  
18 secretarial school, secretarial staff is the lowest  
19 paid in the whole of Metro and has been for years.  
20 They are finding -- you know -- this was the year  
21 they had hoped to get at least some kind of  
22 comparability. East York is, of all the ones in  
23 the five boroughs, the most experienced in terms of  
24 teaching years. We have an unusual weighting there,  
25 but we don't get that weighting factor either.  
26 Y u are quite right, in actual amount more money --  
27 but our caretakers have renegotiated.

28 MRS. FARR: What about next year when  
29 you have to fit within the ceilings -- will there  
30 probably be fewer dollars available next year?







1 MRS. EVANS: Yes, I expect that.

2 MRS. FARR: Well, this discussion has  
3 just been going on, and I felt I should have gone  
4 around that side of the table, and agree with every  
5 word of it, and say 'Amen'.

6 There was one point in your brief I wanted  
7 to ask about, Marion, where you said on page 3, there --  
8 "In the city of Toronto the Task Force is in operation."

9 What Task Force is that, and is that  
10 just in Toronto?

11 MRS. EVANS: This is unique to the city of  
12 Toronto, and I think someone else knows more about  
13 it.

14 MR. PARLIAMENT: The Task Force is made  
15 up of a staff of five, and is headed by one of our  
16 inspectors, Mr. Quinn, and perhaps the best word is  
17 a trouble shooter -- something going on in certain  
18 areas of the city, he can hop out and bring the  
19 two sides together and maybe help to find some sort  
20 of solution -- then they move in and see if they  
21 can do -- sometimes they are successful, sometimes  
22 they are not.

23 MRS. FARR: What sort of problems do  
24 they deal with?

25 MR. PARLIAMENT: It is usually  
26 a community problem, such as the problem of the  
27 Indian town, the port community -- the problem of  
28 whether they should build a new school on River Street  
29 or not, and what kind of a school it should be.

30 MR. RONSON: I would like to ask





1 the same questions we asked the Peel group --  
2 do you people sense that people of Metro Toronto are  
3 willing to have more educational costs or more  
4 educational dollars spent and that the government and  
5 many other people are wrong in their assessment  
6 of this. Is this something that is different in  
7 Metro Toronto because certainly where I come from  
8 in Halton County, they are not willing to have very  
9 much more put on.

10 Now how do you feel about the public  
11 in Metro Toronto?

12 MR. CLEGHORN: If I might, I think that  
13 part of our problem is our misleading information.  
14 I think it stems from that. I don't think people want  
15 to spend more on education, but I think it is because  
16 of the type of misleading information as to where  
17 the dollars are going and how they are being spent.  
18 I think if that were cleared up, perhaps they would be  
19 not willing to spend more, but more understandable of  
20 the problem that we are facing.

21 THE CHAIRMAN: That is one way of looking  
22 at it.

23 MRS. EVANS: I would like to add to that,  
24 you were speaking of a county board, which is experienced  
25 in a short space of time, the tremendous and  
26 unexpected costs of county reorganization -- I can  
27 see the public outcry against increasing educational  
28 expenditures has come mainly from the counties.  
29 We have not had to face that, with Metro, probably  
30 the entire feeling is we don't want to spend more





1 on anything at all, but I think, I will go along  
2 with you, that the money is there, it will be  
3 willingly given, but somehow there has to be some kind  
4 of enlightenment about the cost -- the total cost  
5 of education, and the kind of fixed expenditures  
6 which are absorbed within an educational budget  
7 and in our educational -- you heard about the chorus  
8 of the county board on elections. What about the cost  
9 of unemployment insurance?

10 MR. RONSON: Actually our county board  
11 -- we were able to reduce the mill rate, so we did  
12 not have this problem, and yet I think that our  
13 people say that we are spending enough on education  
14 at the present time. This is what I am trying to  
15 get through.

16 MISS HAMILTON: Our people in Etobicoke  
17 held meetings in the various wards. One thing that  
18 came through loud and clear from the people there,  
19 was that if it meant cutting of programs that were  
20 initiated, our ancillary services, things like this,  
21 they were willing to put more money in by levy  
22 or something on this line, but if it was something  
23 that could be cut without hurting the child in the  
24 classroom, then they said yes, you have spent too  
25 much then.

26 THE CHAIRMAN: Well, we have made  
27 our colleagues work late at night. Some have  
28 missed trains and planes. We have your brief  
29 and I think it states the position very clearly.

30 But talking about misinformation,







1 -- the information we have on the weighting factor ---

2 MISS HAMILTON: .205

3 THE CHAIRMAN: Well, mine is still different.  
4 Elementary moved from 1.2 to 1.213 -- that is '71  
5 to '72. Secondary moved from 1.1 to 1.111 -- this  
6 is the information.

7 In other words the amount of money  
8 on the weighting factor increased in Metropolitan  
9 Toronto '71 to '72.

10 MRS. EVANS: There was recalculation of  
11 course, since the Metro board kept funding --  
12 funnelling more accurate information to the  
13 provincial government, although I have never heard  
14 it announced or published.

15 THE CHAIRMAN: I think those are published  
16 figures.

17 MISS HAMILTON: My figures come from  
18 the Metro board itself.

19 THE CHAIRMAN: Well you might check out  
20 those figures, because they are different from the  
21 ones, and we are getting them from public sources  
22 which we have.

23 Thank you very much for coming. We enjoyed  
24 it very much.

25 MRS. EVANS: As we threatened, you will see  
26 most of us again.

27 ---The hearing adjourned at 6:15 p.m.

28

29

30





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